

THE DEVELOPMENT OF A THERAPY PROGRAMME
FOR CHILDREN

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I think I'll be an executive.

That's what I think I'll be.

My Dad says I'll be on the bins.

That's what he thinks of me.

Alan Twigg, 12

Widnes

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ABSTRACT

The present research was undertaken to develop a therapeutic programme for children who were identified as either disruptive or withdrawn. Four studies were carried out involving children from five schools.

Study One included 79 subjects from two primary schools and each school was divided into four contrast groups - Movement to Music, Counselling, Art and a control group. The programmes compared treatments and were between six and nine sessions long. Pre- and Post-treatment assessments were undertaken on a number of measures and multivariate analyses of variance revealed no significant differences between groups. However, there were significant differences between schools and between sexes for some of the scores on the photographic analyses.

There were also a number of significant correlations. Comparisons between the children's drawings and the analyses of their body structures revealed that children who were developing particular "holding patterns" in their bodies, also tended to include indicators of conflict and tension in their drawings.

Study Two included 27 subjects who were slow learners at a secondary school. These programmes were six sessions and compared Movement to Music, Exercises to Music, and a combination of these two activities. The subjects were resistant to these programmes and it was necessary to develop alternative activities for them.

Studies Three and Four each included sixteen subjects aged between seven and nine years, and each included a Movement to Music group and a control group. The programmes with these children were twenty-eight sessions long and involved a number of different activities. Although the statistical analyses were inconclusive, these programmes appeared to enhance the development of some children as reported by their teachers.

The results were discussed in terms of the factors that influence the effectiveness of such programmes, and the implications raised by the apparent structural patterns perceived in the bodies of such young children.

CHAPTER ONE

INTRODUCTION

Within each class there usually seems to be at least one child who is regarded by the teacher, and often the rest of the children, to be a "pain", a "pest", a behaviour problem, etc. Frequently that child is a boy who always seems to be at the centre of mischief, who often gets involved in fights, who seems not to respect authority, who often rebels, and who may be failing academically. In addition he may have poor reading skills, and if asked, would probably admit to the futility of trying to do the set lessons because he cannot read the material presented. Such children tend to be disruptive and often seem unaffected by the usual methods of discipline. In fact, sometimes the child seems to delight in attracting punishment because that is the only type of attention that he/she gets in the normal course of events. Such children may become "scapegoats" within the classroom and can end up being blamed for everything that goes wrong whether or not they are involved. In extreme cases, the maladaptive behaviour leads eventually to suspension from school and admission to an alternative educational setting.

At the opposite extreme is the child who is quiet and withdrawn. Such children are not regarded as behaviour problems for the simple reason that they are not noticed. Byrnes (1984) refers to them as "Forgotten Children". She investigated the characteristics of this type of child and found that there were certain typical characteristics such as a background of family instability, anxiousness as babies, major changes during kindergarten or the first year at school, poor social adjustment at school, sometimes unhappiness or depression, and if there had been learning difficulties then they were often held back a class. The end result of these factors tended to be withdrawal on the part of the child and often passivity.

Observations of disruptive children in schools suggest that they tend to share many of the above characteristics with "forgotten children", the difference being the means by which they express their disturbance.

What may eventuate with both of these groups of children, is that they are gradually "forced" by their environments to suppress their feelings and use other means of coping, such as withdrawal or acting out. According to Kurtz and Proster (1984) "...if the general attitude toward him or her is one which produces painful feelings, such as abandonment; "Go away! We don't want you!"; or disparagement: "You never do anything right," then the child develops a characteristic response and mood. It might be a mood of bitterness and a response of "I don't need anybody," or "I'll show them." Whatever the feeling, it is also expressed physically, and becomes a way of holding oneself, a fixed muscular pattern and a set attitude toward life. These are very likely to persist if nothing is done to change them.

These attitudes and fixed muscular patterns reflect, enhance, and sustain one another....The muscular pattern in turn sustains the attitude, as for example slouching forward, which makes every action more difficult and so makes life itself seem burdensome." (p.3)

When the body is well-proportioned, well aligned, flexible, easy in its movements, efficient and healthy, then the characteristic feeling, according to these and other bioenergetic theorists, would be pleasure and well-being. Dychtwald (1986) describes some of the types of patterns that can be seen in the body which is not well proportioned. These include major body splits such as Right/Left, Top/Bottom, Front/Back, Head/Body, Torso/Limbs. In each of these it is as though the two aspects of the body do not match and this can be demonstrated by, for instance covering the left side of the body and drawing the mirror image of the right side. When this is done, the total image can be very different from that achieved when the right side is covered and a mirror image

of the left side is drawn. These theorists believe that these structural differences are reflecting holding patterns as a result of life experiences. They describe many other body adaptations such as flat feet, clutching feet, the pelvis tipped forward or back, hunched shoulders, retracted shoulders, receding jaw, protruding jaw, underdeveloped arms and legs, massive, overmuscled arms, deep-set eyes, bulging eyes etc. According to these theorists, such phenomena can be indicators of the types of experiences the individual has been through and have become characteristic bodily holding patterns. Bellis (1981) defines "Character" as it is described in bioenergetic terms as "those persistent, neuromuscular patterns which accompany equally persistent emotional attitudes and mental illusions that are developed in the course of growing up, in order to survive and adapt to stress" (p.14). Bioenergetic theorists describe five basic types of character and these include the Schizoid, Oral, Masochistic, and several varieties of Rigid character. Each of these has its own bodily patterns and whilst it was not the intention of the following research to see whether the subjects met the criteria for any of these groups, it did set out to see whether children develop body holding patterns in ways known to occur in adults.

Since both disruptive and withdrawn children appear to develop characteristic ways of responding to their environments, it is also likely that they will develop such holding patterns as mentioned previously, and these will in turn reinforce the feelings that they have about themselves and their world. The bioenergetic therapist would work with the individual to encourage release of the feelings that are being suppressed and would normally use specific bioenergetic exercises such as those developed by Lowen and Lowen (1977). However such therapists have undergone considerable training to master these techniques and usually work with the client on an individual basis.

The present study was undertaken to find a way to assist both disruptive and withdrawn children to increase in self-confidence and self-esteem, and to participate more fully in classroom activities so that they would be able to

realise their academic potential more fully. Movement to Music was chosen as the preferred mode of treatment because the researcher's experience as a school music teacher had convinced her that most children enjoy music, and the impact of music, if it is presented in a way that is appropriate to the developmental level of the child. Movement was also considered to be important because disruptive children often find it difficult to remain still in the classroom and at the same time, are usually required to curtail their movements for long periods at a time during academic-type activities. In contrast to this, quiet, withdrawn children tend to be more passive perhaps so as not to be noticed in the classroom.

According to Corey (1981), "when natural needs and feelings are thwarted the CNS and the ANS react to protect the organism by shutting down natural respiration, which sets off a ripple effect to all the other systems of the body. The neuromuscular system becomes dysfunctional; it can retract into a rigid state (sympatheticotonia) or relax into a flaccid state (parasympatheticotonia)" (p.30). If this is in fact the case, then the use of movement combined with music as a motivator may act to assist such children to release the energy and feelings that they have withheld in other situations.

Counselling was chosen as a contrast therapy because it is a traditional way of assisting children in distress and can allow for the release of feelings without emphasis being placed on Movement. Art was chosen as a second contrast because it is an activity which most children enjoy and although it can be used in the course of therapy, for the purposes of this study, it was only intended to be a placebo treatment, i.e., the children were receiving special attention by being in the art groups but there was no attempt to conduct these groups therapeutically. The control group was included to provide a contrast group which did not receive therapy or extra attention other than that of being involved in the assessments.

CHAPTER TWO

LITERATURE REVIEW AND RATIONALE FOR PRESENT STUDY

According to Baker (1967) "the human is in a state of constant expansion and contraction, and that this state exists in all the tissues of the body" (p.7). He states that energy is carried to any particular part of the body, as needed, by the circulatory system and that this process aids in the normal functioning of the body. For instance, when the organism is under threat, energy is carried to the muscles so that the situation can be dealt with. Baker states that the flow of the energy is felt as emotion and that there are three important basic emotions including "rage [which] results when energy flows into the muscles; pleasure, identical with expansion, [which] results when energy flows to the skin surface...and anxiety [which] follows if the flow is to the external organs and therefore causes contraction of the organism" (p.7). He also mentions two subsidiary emotions - longing, in which energy flows to the chest, arms, pelvis and mouth, and sadness which is a reaction to loss and results in contraction of the organism. Contraction can occur on a temporary basis or it can become chronic and more permanent. In the latter case "hardening" may occur and this then forms the basis for a characteristic way of reacting to the environment. Wilhelm Reich (1988, first English edition pub. 1945) referred to this process as "armoring" because of the protective, and at the same time restrictive, effect that it had on the mobility of the personality. The armor was flexible in that it would expand in pleasurable situations but it would contract in unpleasant situations. Reich's view was that "the character armor" forms as a chronic result of the clash between instinctual demands and an outer world which frustrates those demands." (p.156) The way in which these clashes occur, the stage of

development reached at the time, and the particular instincts involved all contribute to the character formation.

Corey (1981) outlines the seven rings of muscular armoring that Reich observed. They include - Ocular, Oral, Cervical, Thoracic, Diaphragmatic, Abdominal and Pelvic segments (p.34). Indications that such armoring had occurred would include phenomena such as those described previously. Because the armoring results from the "necessity on the part of the child to accept unnatural attitudes and training conditions set up by the parents and others" (Baker, p.36) it is a self-perpetuating phenomenon. In other words, parents who are armored will raise children who are armored. There are other theorists who also subscribe to this type of ongoing pattern. For instance, Transactional Analysts, believe that the lives of individuals are governed to a certain extent by "scripts" which are adopted very early in development as a result of the child's perceptions and experiences of life events at the time. These scripts influence the individual's decisions in later life and may result in behaviours which inhibit healthy functioning. At the simplest level, Transactional Analysts have adopted Berne's model which recognises three types of ego states in the personality structure, Parent, Adult and Child, and each of these has a different function. (There are other more detailed second-order analyses of ego states but they will not be discussed here.) Steiner (1974) discusses the fact that children are born into a predicament because although they emerge from the womb as "OK" individuals, they enter an environment which may not necessarily allow them to achieve their full potential. Their freedom to develop depends on the degree to which they are "permitted" by their parents and other authority figures in their lives. Steiner states that "the script is based on a decision made by the Adult in the young person, who with all the information at her disposal at the time, decides that a certain position, expectations, and life course are a reasonable solution to the existential predicament in which she finds herself. Her predicament comes from the conflict between her own autonomous tendencies and the injunction received from her primary family

group" (p.65). In order to understand the individual, one not only has to have an insight into her ego states but also the health of the ego states in both of her parents, for their functioning has influenced the scripting of the child. However, the individual has the option of deciding not to accept the messages from parents and so may emerge with scripts that run "counter" to those imposed by them. Likewise, in Reichian terms, the individual may choose not to contract permanently, and therefore may not develop a character armor in response to the disturbing influences in the environment. To the Transactional Analyst the healthy individual has full access to each of the three ego states and can move freely between these as the situation demands. Difficulty arises when this flexibility is lost and the individual operates from an ego state in a way which was appropriate to a past situation but is no longer appropriate for the present. For the therapist who uses Bioenergetic analysis, health exists when energy flows freely and fully throughout the body, and pathology occurs when the energy is blocked (Baker & Nelson, p.599). "With need unmet, the child compensates and searches for indirect routes to satisfaction. In a healthy, open person, feeling flows easily into expression...In a person with emotional blocks, chronic muscle tension interrupts this flow...The pattern of muscle tensions in the blocks affect movement, posture, growth and therefore structure...If a person possesses a long history of energy being removed from a part of the body, that part will grow less" (Kurtz & Proster, p.8.). Berne (1967) discussed the possibility that emotional and sensory stimulation may lead to organic changes in the body, referring in particular to the research undertaken by Spitz. Berne also discussed the parallel between stimulus-hunger and the hunger for food and that where supplies are readily available, choices are influenced by the characteristics of the individual. He states that..." after the period of close intimacy with the mother is over, the individual for the rest of his life is confronted with a dilemma...the social, psychological and biological forces which stand in the way of continued physical intimacy in the infant style...[and] his perpetual striving for its attainment. He learns to do

with more subtle, even symbolic, forms of handling, until the merest nod of recognition may serve the purpose to some extent, although his original craving for physical contact may remain unabated" (p. 14). When these needs are unmet, the individual will have unconscious desires to be taken care of and supported, or alternatively, may be overly independent and unable to accept nurturing and support. These are two of the manifestations that can occur in adulthood and there are many other ways of adapting to life. According to Lowen (1976, p.57) these aspects of the individual's life experiences are structured in the individual's body and can be read by a practitioner who has developed knowledge and experience in this area.

THE THERAPEUTIC USE OF EXERCISE

Over the years, there has been a growing trend to use exercise as a means of helping learning disabled and other handicapped children develop motor skills which would assist them to learn. From time to time therapies have emerged which have attracted the attention of health professionals and educators and for a while, that particular type of intervention has been used widely and enthusiastically. Some of these therapies have been controversial and research has found that outcomes have been inconsistent. For instance, Doman and Delacato developed a method of physically "patterning" children who were severely brain-damaged in an effort to stimulate dormant neural pathways in the brain. The therapy involved families and friends of the child to the extent that their lives revolved around the treatment and the outcome was not always successful. There have been similar equivocal findings in relation to other therapies.

Sensory Motor Therapy (also known as Sensory Motor Integration, and Sensory Integrative Therapy) is increasingly used with children who have specific learning difficulties. Those who support this mode of therapy believe that the learning difficulties are related to specific problems such as the inability to track objects visually, poor fine and/or gross motor coordination, poor eye-hand coordination, etc. The method involves the use of specific

perceptual and motor activities in the belief that regular practice in these areas will help the individual develop the neuropsychological processes which are needed for academic learning.

Densem, Nuthall, Bushnell and Horn (1989) reviewed the literature in relation to Sensory Integrative Therapy and found that many studies were methodologically unsound and of those that were conducted rigorously, very few demonstrated positive outcomes for this mode of therapy. Densem researched the programme being run by the Occupational Therapy Department of Christchurch Hospital and found that with respect to language development, perceptual-motor development and handwriting skills, the gains were no greater than those obtained from a physical education programme or no treatment at all (p.227). The only area in which children benefitted was in reading, providing that the children could already read before beginning the programme. However, Densem also found that specific groups of children including those who had epilepsy, those with significant behaviour problems and those who were living with a parent on a single-parent government benefit were unlikely to show progress during the therapy. This raised the question that there may have been other factors, beyond the control of the therapists, which were interfering with the treatment process. An interesting finding from this study was that in relation to reading, those children who were reading at pretest and who were included in the Physical Education programme improved significantly more than did similar children in the control group.

According to Carlson (1982), "One of the fundamental laws of physiology is that the functional efficiency of any organ or system improves with use and decreases without use" (p.305). He lists a number of beneficial effects of physical exercise including - strengthening of various organs including the heart and lungs, improved muscle tone, increased physical endurance, improved digestion and elimination, etc. Given that these are benefits from regular exercise, and given that improved circulation, improved respiration, improved digestion and elimination will also affect the well-being of the

brain since it too is fed by these systems, one would expect that exercise would have a beneficial effect on learning simply because the brain is able to function more fully and more efficiently. Dresen and Netelenbos (1983) investigated the effects of physical training on specific factors with handicapped children and found that those children who were verbally encouraged to increase the intensity of their exercise showed an increase in classroom attention. This effect was not demonstrated in the control group. The authors hypothesized that the children who had been in the experimental group had become fitter and were less easily fatigued in their daily activities.

Tomprowski and Ellis (1986) reviewed the literature relating to the effects of exercise on cognitive processes and found that there were conflicting findings. Some studies found that exercise improved cognitive abilities whilst others found that it had the reverse effect. These researchers noted that there were methodological difficulties between studies because of lack of uniformity in degree of fitness of subjects, differences in the point at which subjects were tested, lack of an agreed-upon definition of fatigue, etc. Because of these and other factors, it is difficult to determine from research to what degree physical activity enhances cognitive abilities and how much exercise and what conditions are necessary before there is a beneficial effect.

The above studies tended to focus on physical education programmes or those involving running and other sporting activities which can require quite strenuous effort on the part of the participant. Tarthang Tulku (1978) proposes the use of a more subtle form of exercise which has a relaxing effect rather than a stimulatory one. He developed Kum Nye, a holistic system which involves breathing exercises, self-massage and movement. He states "the foundation to balance and the integration of body and mind is relaxation...When we are relaxed, we can open to new sensory fields and dimensions, expanding sensations and feelings which bring body and mind together. We learn to generate and accumulate energy, using it so that both

body and mind work together in a flowing open way. Thoughts and sensations flow smoothly because the mind is vibrant and clear, and the body vital and energetic" (p.201). Unfortunately, there appears to be very little, if any, empirical research on the effectiveness of this method, particularly in relation to children, so that it is difficult to determine whether in fact these claims can be upheld.

DANCE AS THERAPY

As with Bioenergetics and Kum Nye, Dance Therapy is another holistic approach which recognizes the interaction between body and mind. It makes use of movement to work toward a healthy body and the releasing of emotions. According to Chaiklin (1974), "Psychological states are manifested somatically in muscle tension, breathing, posture, and movement dynamics... Dance therapists see in emotional disturbance a pathological split between mind and body that cuts the individual off from his or her body and inner feelings. The split is accomplished through the body, with muscle tension and breathing patterns used to defend against unacceptable internal impulses or environmental threats. Patterns of chronic tension restrict blood flow and sensation in body parts that are related to the source of conflict" (p.232-33).

This mode of treatment does not involve pre-planned sequences or choreography. Rather, the therapist follows the lead of the client, moving with her, mirroring, reflecting back and facilitating growth of movement. For Chaiklin, the aim is to increase the client's awareness of her movement and to establish a connection between this and internal states. This can then lead to emotional release and a gradual melting of body constrictions. As can be seen, the philosophy underlying Bioenergetic Therapy and Dance Therapy is very similar. The main difference between these two approaches is that Bioenergetic Therapy has a repertoire of specific exercises and movements relating to particular areas of constriction (as does Kum Nye) and these may

be used to produce a particular result, whereas Dance Therapy is guided very much more by the spontaneous movement of the client.

Rakusin (1990) discusses the use of dance/movement with emotionally disturbed children and notes that although the format of these types of sessions is unplanned, there must still be a structure in that there are defined limits in terms of expected behaviour. She states that "the therapist must enforce external structure when the child's intrapsychic order is weak and dependent on environmental organization...The therapist determines the amount of creative unstructured freedom the children can tolerate based on the apparent *intactness* of self-control mechanisms. When outer control is decreased prematurely, the therapist is forced to contend with disruptive conduct, and duties become those of behavioural management rather than psychotherapy" (p.57). Rakusin also makes other suggestions such as sessions of about thirty to forty minutes, periods of rest throughout the session and moving from safe to more exploratory types of activity.

It is not always clear from the literature, what part music plays in Dance Therapy. Presumably it is used as the stimulus for dance, but whether the choice of music is the therapist's or the client's is unclear. This is an important question because if the client chooses the music, then it may be that her selection will be a reflection of her mood. On the other hand, the therapist's choice will to some extent determine mood, or discount mood. Ideally, there would be room for both within the session.

MUSIC, AND THERAPY

For some time now it has been recognized that music is not only a form of art providing pleasure to many but it also has definite physiological effects. According to McLaughlin (1970) there are specific patterns of tensions and resolutions that the composer can use and the art of music depends upon the way in which these are arranged. He describes various factors including pitch tensions, time tensions, volume, timbre, texture and rhythm tensions and the way that these can be altered to convey specific mood states. Dr

Arthur Harvey of Eastern Kentucky University has researched the relationship between music and the brain and proposes that there are four different types of response to music including the following:

- | | |
|---------------|--|
| Cognitive | - via the left cerebral hemisphere |
| Affective | - via the right cerebral hemisphere |
| Physical | - via the limbic system |
| Transpersonal | - via the limbic system and cerebral hemisphere. |

Cognitive responses to music are analytical, deductive and intellectual and tend to increase with musical training. The individual who is responding cognitively to music is listening with the left brain. The Affective response is a feeling response and occurs through right brain listening. This type of response involves interpretation in terms of emotions and metaphors and is largely nonverbal. The Physical response occurs when music is used as a stimulant such as in jazzercise or marching where the beat of the music appears to affect respiration rate, heart rate, etc. Music is also used in this way in Music Therapy sessions and has been particularly successful with mentally retarded and brain damaged clients. According to Harvey, "because music is processed in the Limbic system prior to cerebral processing...[such individuals]...have been found to respond directly to music, excluding cerebral cognition." (p.37)

The Transpersonal response occurs when music is used to achieve altered states of consciousness such as in meditation, relaxation and biofeedback training. It appears from the research that whether or not an individual enjoys music, and regardless of whether she is attending to the sounds, there are physiological responses that occur as a result of the neurological response to the stimulus.

Ostrander and Schroeder (1981) have researched the phenomenon of "Superlearning" and found that music plays an integral part in this process, particularly the slow movements from pieces by Baroque composers such as Telemann, Vivaldi and Corelli. This type of music has a slow pulse of around

60 beats per minute and has a direct influence on the functioning of the body. For instance, " In Bulgarian health sanatoria...Patients with heart trouble or hypertension...are treated with music that has a slow steady beat. This calms the body. Even a tape of rhythmic clicks beating at forty to sixty beats a minute was found to slow down body rhythms" (p.38). These authors also discuss Lozanov's method of superlearning. They say that it is " a form of holistic education; it involves *both* body and mind working in harmony. It's based on the idea that the mind is able to learn faster and more easily when the body is running at a more efficient level" (p.71). This method involves a process of teaching the student to relax, teaching her a particular breathing rhythm, and then when she is in a relaxed state, reading factual material to her at a particular rate. There have been quite spectacular results with specific abilities such as learning new languages.

A less desirable use of music has developed as commercial organizations have produced music tapes designed for playing in supermarkets, waiting rooms, etc. It appears that the progress of a shopper through a store, and the number of products she buys, can be influenced by the type of music that is playing in the shop at the time. Music is also used as a vehicle for conveying subliminal messages and this process has been adapted for use in taped programmes designed to help individuals stop smoking, learn to relax, overcome examination stress etc. Unfortunately, this process can also be abused and there is growing suspicion that adolescents are being influenced by sinister subliminal messages in some recorded heavy rock music. It seems that it is possible to dub a message at a high frequency onto music recorded at a lower frequency and the listener is only consciously aware of the latter. Another technique is to record a message backwards and dub it onto music played in the normal manner. However, the researcher was unable to find evidence in the literature to either support or refute these claims.

COUNSELLING AS THERAPY

One of the unfortunate consequences that children often experience as a result of persistent learning difficulties is loss of self-esteem.

Cant and Spackman (1985) researched the effect of counselling on self-esteem in ten year old children and found that the experimental group showed a significantly higher increase in self-esteem and reading ability than the control group. This programme involved the normal class teacher counselling the child even though that teacher had no previous formal training in counselling.

Lawrence (1985) was also able to demonstrate an increase in reading skills when remedial reading was combined with techniques that enhanced self-esteem. However, according to Lawrence, this research also suggested that not all retarded readers needed counselling for loss of self-esteem and that interventions of this nature should be reserved for those children who appear to have emotional problems.

Grouping clients together for therapy has occurred for at least eighty years but according to Kendall and Norton-Ford (1982) group interventions really began to flourish when "T-groups" were introduced. These were training groups in which all the members exchanged ideas and experiences in order to learn new ways of problem-solving. The above authors suggest that there are three ways in which group interventions can occur: *client-therapist* interactions may be the focus, with the goal of exploring each client's individual psychosocial needs and dysfunctions; *client-client* interactions may be emphasized through the discussion of member's current feelings and reactions to each other; or *group* interactions may be the central topic, with an emphasis on discussing the central issues or themes in the group's development" (p.539).

There does not appear to have been a lot of research into group counselling with children and that which exists seems to be either the first or the second types.

Omizo and Omizo (1987) undertook research with learning disabled children between the ages of five years and ten months and eight years four months and found that a combination of relaxation training and role playing sessions produced less distractible children who behaved more appropriately in the classroom. The research also showed that the children saw themselves as being better accepted by their peers.

Powell and Faherty (1990) outline a process for treating sexually abused girls. Whilst they do not given any data to indicate the success of the method, they suggest that the initial programmes of twelve weeks were insufficient and were subsequently lengthened to twenty weeks. They state that the treatment of such children is a process which can last two years or more and that the use of the creative arts therapies and group process were helpful.

ART, AND THERAPY

Observations of children in the classroom and in therapeutic sessions has convinced the author of the present study that most children like to draw and that their pictures, with the advent of felt-tipped pens, have become increasingly vivid and detailed. Most children in her experience are willing to reveal much more about their life-experiences through drawings than through discussion. They also appear to enjoy drawing as a leisure activity when given time for free choice in the classroom and will often persevere for long periods of time to achieve the desired result.

Kramer (1973) states that "...art appears to have unique powers to mobilize energies that are not otherwise available to the child for a form of expression that makes considerable demands on the child's ego. Because art is a compatible with a high degree of pathology, it has particular value for children whose disturbance restricts their capacity to participate in activities such as games and sports, which children normally enjoy and grow on and which make comparable demands on the ego" (p.26). She states that through art, children can assimilate experiences which have been painful and

frightening and relieve them on a much reduced scale, thus enabling healing to occur.

Kivnick and Erikson (1983) identify seven properties of artistic activity which they see as healing. They see each of the properties as being "an encounter between two opposing attitudes...[including the following]:

activity vs inactivity

lawfulness vs unpredictability

imagination vs overconcreteness

sensory expressiveness vs strictly verbal expression

concentration vs distraction

catharsis vs inhibition

mastery vs helplessness " (p.604)

They consider each of these properties in greater detail, describing the role that it plays in the healing process. If their assumptions are accurate, then art can have a healing effect even when it is used only for leisure and this may explain why so many children find drawing enjoyable.

RATIONALE FOR THE PRESENT STUDY

An assumption which is central to the research undertaken in the present study, is that the mind and body are linked so that whatever affects the mind, affects the body and vice versa. This means that one could expect life experiences to leave an imprint in the body and that if the experiences had been long-lasting enough or significant enough, then one could expect to see the evidence in the body. Given that the individual enters life with a certain genetic inheritance, a rich, well-balanced and encouraging emotional environment would be reflected in a well-proportioned, upright, healthy body. Conversely, a repressive, punitive, depriving emotional environment could equally be expected to be reflected in a burdened, deprived, poorly proportioned body. One of the concerns in the current research is, to what extent do such influences show in the bodies of children and how early in their development do they become apparent? In order to explore these

issues, there will be an examination of photographic evidence from children of various ages.

If in fact it proves to be the case that children at a young age begin the process of "armoring" or imprinting their life-experiences in their bodies, then the question arises as to what is the most effective means of assisting them to release from those constrictions and to attain full energetic motility. Bioenergetic Therapy or any of the other related Body Therapies require specific training which until recently has not been available in New Zealand except in the form of brief training workshops. It was decided, therefore, to use Movement to Music because this involves whole body movement under both structured and freeform conditions thus giving the individual the opportunity to release feelings via physical activity.

The present study was designed to enable the development of a therapeutic programme for children in primary schools who were either disruptive in the classroom or who were quiet and withdrawn. The treatment of choice was a combination of Movement to Music and Bioenergetic Exercises to Music. The hypotheses formulated were as follows:

- HYPOTHESIS 1. Children attending the Movement to Music programme will show a greater release of body tension than children in the Art or Counselling programmes, or those not included in treatment programmes.
- HYPOTHESIS 2. Children in the Movement to Music programme will show a greater improvement in classroom academic work than the children in the comparison groups not undergoing this treatment.
- HYPOTHESIS 3. Children in the Movement to Music programme will show a greater increase in on-task behaviour than children in the comparison groups not undergoing this treatment.

These are difficult hypotheses to examine however, for there was no control over the child's environment outside of the experimental setting. When programmes are undertaken using behaviour modification techniques such as token economies, etc., it is usually the case that the treatment occurs in all possible settings. For the present study, there was to be no carry over into other settings, nor contact with the child's teacher or parent other than was necessary for the gathering of data and administration of the programmes.

CHAPTER THREE

METHOD FOR STUDY ONE

GENERAL DESIGN

The present investigation was exploratory in nature and consisted of a series of four studies, each of three of which arose out of some facet of its predecessor. The initial study was intended to be the main focus of the investigation but the events relating to that study necessitated further supplementary investigations.

SUBJECTS

Two schools were approached for subjects, the first of which was a full primary school, i.e., consisted of students up to and including Form II, whilst the second school consisted of students up to and including Standard 4. Both schools were in the Eastern suburbs of Christchurch and each was sited in an area where residents tended to fall towards the lower end of the socio-economic scale. In this region many of the families were in financial difficulty and many of the families had solo parents.

In December 1984, teachers at both schools were asked for the names of children who were either (a) disruptive with problem behaviours, or (b) quiet and withdrawn. It was hoped that the study would include 40 children from each school but when the total number fell short of this target, the names of other children who were "average" pupils, in terms of their behaviour, and not in either of the above categories, were requested to make up the number. During the Christmas vacation, the parents of all children were contacted either by phone or by letter to obtain permission for their children to participate in

the study. Only one parent contacted by telephone and one parent contacted by letter did not give permission. Several parents who were not on the phone and were sent letters did not reply even when sent a reminder letter. The final number of children participating in the study was 41 from School A and 38 from School B.

The age range of the children was from 6 years to 14 years and there were 26 girls and 53 boys. It was more difficult to obtain subjects from School B because a greater number of these families did not have telephones and chose not to respond to letters.

When the final numbers were achieved for the study, there was a wide range of children both in terms of age, and in terms of behaviour patterns. The result was a continuum ranging from behaviourally disruptive at one extreme to quiet and withdrawn at the other, with many children in the sample who were cooperative and willing to participate in class activities.

EXPERIMENTAL GROUPS

The children at each school were randomly divided into four groups, the composition of which is shown in Table 1. However, there were one or two exceptions. For instance, one boy was confined to a wheelchair because of muscular dystrophy so was put in a Counselling group rather than Movement to Music. Another boy had very poor eyesight so was included in Movement to Music rather than Art. It can be seen that the groups were not matched according to ratio of boys to girls because although the children were selected randomly as far as was possible, it was also necessary to ensure that the age range in the groups was similar because of the very wide age range overall.

TABLE 1.

Composition of Groups				
SCHOOL	GROUP	THERAPY	BOYS	GIRLS
A	1	Movement	6	4
	2	Counselling	8	3
	3	Art	6	4
	4	Control	8	2
B	5	Movement	7	3
	6	Counselling	7	3
	7	Art	5	4
	8	Control	6	3
TOTAL			53	26

ASSESSMENT

The children were assessed on ten measures:

- (i) Grades from their school record cards.
- (ii) An observation of on-task behaviour in the classroom.
- (iii) Piers-Harris Children's Self-Concept Scale.
- (iv) Teacher Rating Scale of Children's Behaviour.
- (v) Parent Rating Scale of Children's Behaviour.
- (vi) The Performance Scale of the Wechsler Intelligence Scale for Children Revised Version (WISC-R).
- (vii) Height.
- (viii) Weight.

- (ix) Photograph of the child in his/her bathing costume.
- (x) A drawing of "Me and My Family at Home (all doing something)".

(i) Grades from School Record Cards

All school children within the New Zealand educational system have a record card which accompanies them throughout their school career. At the time that this study was undertaken, most children had been given a grade for each relevant subject by their teachers throughout their school career to date, and this was intended to indicate how well that child had achieved during a particular year in relation to his/her peers. Academic subjects were given a grade of 1 to 5 where 1 represented the highest grade and 5 represented the lowest grade. Grades were also given to the child in areas of personal adjustment such as Stability, Cooperation, Independence and Perseverance, and the range for these attributes was from A (high) through to E (low).

The record cards also contained limited information about past illnesses, the results of hearing and vision tests, and whether or not the child had been assessed by the Psychological Service of the Department of Education.

(ii) Observation of On-Task Behaviour in the Classroom

The observations were each a minimum of 45 minutes and a maximum of one hour for each child. As far as was possible, the post-test observations were during the same subject area of the curriculum as the pre-test observation. For example, if the pre-test observation was during a Maths period then so was the post-test observation. This caused some difficulty during the post-test assessments because in some cases the teachers had changed their time-tables which meant that the assessment had to be undertaken at a different time of the day than the pre-test observation. In some cases the classroom teacher also changed between the two assessments.

(iii) Piers-Harris Children's Self-Concept Scale

Many of the children participating in the study had significant reading difficulties and consequently this scale was administered individually to all children with the research assistants reading the questions to the children and recording the answers for them.

(iv) The Teacher Rating Scale

This was a simplified version of the Evert's Behaviour Rating Scale for Teachers and as nearly as possible matched the questionnaire being sent to parents. (See Appendix A.)

(v) The Parent Rating Scale

This was a simplified version of the Evert's Behaviour Rating Scale for Parents (see Appendix A.) The simplification was necessary because for many of the parents at School B, English was their second language and they would have experienced difficulty completing the original version. The aim was to ensure as high a return as possible considering that the questionnaire was being mailed to parents.

(vi) WISC-R Performance Scale

This was administered for two reasons:

- (a) to obtain an estimate of the child's intellectual ability. (Use of this scale does not take into account the child's ability in verbal skills so is an incomplete assessment of intellectual ability.)
- (b) to give an indication of fine motor ability and perceptual ability. It would have been preferable to undertake a complete assessment of gross and fine motor skills but this was not possible given the time constraints.

(vii) Height

This measure was taken to indicate the degree of physical development over the period of the study.

(viii) Weight

This measure was taken for the same reason as height.

(ix) Photograph

Three views were taken - front, profile, and back. The intention was to compare pre- and post-test photographs to see whether there were any observable structural changes in the body over the period of the study.

(x) Drawing

The children were asked to do a crayon drawing of themselves and their family members according to the K-F-D technique as described by Burns and Kaufman (1970). This was done to obtain an indication of how the child perceived him or herself in relation to the family.

PROCEDURE

ASSESSMENT

All assessment procedures were undertaken by three research assistants who were subjected to training prior to the beginning of the first school term. For the classroom observations, video-tapes which had been prepared by the Education Department of the University of Canterbury specifically for training students in classroom observation, were obtained to train two of the research assistants. They followed the instructions given on the video-tapes as to what constituted "on-task" behaviour and timed a particular child for the duration of a class period to estimate what percentage of the time the child was on task.

This procedure was repeated with a variety of video-tapes and with a variety of children from the tapes. The inter-rater agreement by the end of these sessions was approximately 85 percent. The disagreements were mainly because of ambiguities arising from the tapes. For instance, when a child stopped writing and talked to her neighbour, because the conversation could not be heard, it was not possible to know whether it related to the work being done or whether it was off-task behaviour. Since almost all the points of dispute were of this nature, it was decided that there was sufficient agreement between the research assistants.

Two of the research assistants were also trained in the administration of the WISC-R Performance Scale. One of the assistants received the training prior to the beginning of the study and the second received training after the study had begun when it was apparent that the first assistant could not complete these assessments within the scheduled time-frame. Training in the use of the WISC-R involved refamiliarisation with the subtests and then supervised administrations with the guidance of the researcher (a registered psychologist) until they were able to administer the subtests competently according to the instructions in the manual.

Assessments began in School A during the second week of the first school term and the order of the administrations was (1) classroom observation, (2) WISC-R, (3) Piers-Harris, (4) Drawing, (5) Height and Weight, (6) Photograph. When all the assessments had been concluded in School A, the children from School B were assessed. As far as possible, the order of the children was kept constant over the two assessment periods, that is, the first child assessed in the Pre-Test was also the first child assessed in the Post-Test. All pre-test measures were completed within eight weeks.

EXPERIMENTAL SESSIONS

These began one week after the finish of the assessments. One of the research assistants was a certified teacher, an experienced child therapist and a member of a creative dance class. She was employed full time to take the experimental groups. Initially, the plan was to take each group twice a week for an hourly session. The sessions at School B were to duplicate the sessions at School A. By the end of the second week it was clear that this load was far too heavy for one person, especially considering how disruptive some of the children were. It was also very difficult for the researcher to advise the therapist when she was unable to observe the sessions. Consequently, in the third week of the experimental phase of the study it was decided a) to reduce sessions to one per week for each group, b) to reduce the length of each session to forty-five minutes, and c) that both the therapist and the researcher would attend all sessions. The researcher would lead the sessions at School A with the therapist acting as co-therapist, whilst the therapist would lead the sessions at School B with the researcher taking the co-therapist role. (The control groups had no contact in terms of treatment during the experimental phase.) This format was adhered to for the remaining sessions and the aim was that each group would have a total of eleven sessions. (The content of the sessions is listed in Appendix B.)

SCORING PROCEDURE

- (i) Grades from school record cards were used just as they appeared on the cards.
- (ii) Classroom observation of on-task behaviour.

A record form was developed (see Appendix A) which divided the lesson into five minute periods. The observer used a stop-watch to record the length of time that the individual was on-task and then entered that time in the appropriate interval on the form. The number

of minutes on-task were then added together and converted to a percentage of the total observation period.

- (iii) Piers-Harris Children's Self-Concept Scale.

This was scored according to the directions given in the manual.

- (iv) Teacher Rating Scale of Children's Behaviour.

This was scored according to the procedure outlined by Evert.

- (v) Parent Rating Scale of Children's Behaviour.

This was also scored according to the procedure outlined by Evert.

- (vi) Performance Scale of the WISC-R.

This was scored according to the directions in the test manual.

- (vii) Height was measured in centimetres.

- (viii) Weight was measured in kilograms.

- (ix) Photographs.

A therapist trained in bioenergetic therapy was consulted about possible means of interpreting the structures of the children. She considered that six months in the life of a child was not long enough to show observable structural changes as a result of life experiences. However, when shown a random sample of photographs for ten children she said that there was clear evidence to show that many of the children were already developing fixed attitudes toward life and that this was being reflected in the way that their bodies were developing. As a result of this, a questionnaire was developed (see Appendix A.) and this was then used in an interview with another therapist trained in bioenergetic analysis, with a random sample of photographs for twelve children. The interview focussed on the questionnaire except that the analyst preferred to "read" the photographs, giving her interpretations verbally, and then have the interviewer question her further in order to complete the questions.

This method of analysis was repeated ten months later with the second of these therapists and on this occasion, she analysed all of the photographs that had been taken. (Two of the children did not want to be photographed and their wishes were respected.)

(x) Drawing

Burns and Kaufman (1972, p.289) provide an example of a K-F-D analysis sheet and this was used to analyse all of the drawings. The analysis was undertaken by the researcher and two assistants, neither of whom had used this technique before. Scoring was done according to the descriptions in the Interpretive Manual, with the analysts working independently, and if there was disagreement, the majority opinion was used as the result.

STATISTICAL ANALYSES

The initial analyses undertaken consisted of a series of correlations using the Pearson Product-Moment procedure. All measures obtained from the study were subjected to this procedure to determine whether there were any significant relationships. Although the possibility of changes occurring as a result of the treatment programmes was the main area of interest, it was also important to consider any factors emerging from the pre-treatment data which could demonstrate pre-existing conditions that might influence the outcome of the programmes.

A number of additional exploratory analyses were also undertaken using Multivariate Analysis of Variance and the Principal Components Procedures.

CHAPTER FOUR

RESULTS FOR STUDY ONE

The results discussed in this chapter will be limited to Correlations and Multivariate Analyses of Variance. The Principal Components Analyses accounted for such a small proportion of the variance that the results were not meaningful.

The Multivariate Analyses of Variance included the following classification variables: Sex, School, Teacher (i.e., whether or not the child had the same teacher at post-test as at pre-test), AgeYrs, Treatment Group, and Race (i.e., Pakeha or Other, which in this context included Maori, Samoan, Tongan and Vietnamese).

DEFINITION OF VARIABLES

The dependent variables included the following groups:

(a) Personal Information:

Ageyrs - the child's age in years.

Bthwt - the child's weight at birth. This information was obtained for only fortyone of the subjects in the study.

Gestn - the number of weeks of gestation for the child. This information was obtained for only forty of the subjects in the study.

(b) WISC-R Performance Subtests:

(In the following passage, the suffix "-pre" refers to scores obtained during the pre-tests, "-pst" refers to scores obtained during the post-tests and "-dif" refers to scores which are the difference between pre- and post-test results.)

Perfpst, Perfpre, Perfdif - the total scores for the Performance Scale.

Complpre, Complpst, Compldif - the scores for Picture Completion.

Arrmtpre, Arrmtpst, Arrmtdif - the scores for Picture Arrangement.

Desgnpre, Desgnpst, Desgndif - the scores for Block Design.

Assempre, Assempst, Assemdif - the scores for Picture Assembly.

Codngpre, Codngpst, Codngdif - the scores for Coding.

Mazepre, Mazepst, Mazedif - the scores for the Mazes subtest.

(c) Piers-Harris Children's Self-Concept Scale:

Phfpre, Phfpst, Phfdif - the total scores for the Piers-Harris Scale.

Ph1pre, Ph1pst, Ph1dif - the scores for Cluster I, i.e., Behaviour.

Ph2pre, Ph2pst, Ph2dif - the scores for Cluster II - Intellectual and School Status.

Ph3pre, Ph3pst, Ph3dif - the scores for Cluster III - Physical Appearance and Personal Attributes.

Ph4pre, Ph4pst, Ph4dif - the scores for Cluster IV - Anxiety.

Ph5pre, Ph5pst, Ph5dif - the scores for Cluster V - Popularity.

Ph6pre, Ph6pst, Ph6dif - the scores for Cluster VI - Happiness and Satisfaction.

(d) Parent Rating Scale:

Pjustpre, Pjustpst, Pjustdif - the scores for Personal Adjustment.

Psocpre, Psocpst, Psocdif - the scores for Social Relationships.

Pworkpre, Pworkpst, Pworkdif - the scores for Approach to Work.

Ptotpre, Ptotpst, Ptotdif - the total scores for this rating scale.

(e) Teacher Rating Scale:

Tjustpre, Tjustpst, Tjustdif - the scores for Personal Adjustment.

Tsocpre, Tsocpst, Tsocdif - the scores for Social Relationships.

Tworkpre, Tworkpst, Tworkdif - the scores for Approach to Work.

Ttotpre, Ttotpst, Ttotdif - the total scores for this rating scale.

(f) Weight and Height:

Wghtpre, Wghtpst, Wghtdif - the scores for weight.

Hghtpre, Hghtpst, Hghtdif - the scores for height.

(g) Classroom Observation:

Clobspre, Clobpst, Clobdif - the scores for classroom observations of on-task behaviour.

(h) Attendance:

Attssess - refers to the number of treatment sessions that each child attended.

(i) Photographs:

Phot1a - is the score representing the degree to which there was evidence for the early establishment of Character.

Phot2a - is the score representing the degree to which there was evidence for the early establishment of Responsive Habits.

Phot3a - is the score representing the degree to which there was evidence for the assumption on the part of the child that "Life is Frightening".

Phot3b - is the score representing the degree to which there was evidence for the assumption on the part of the child that life is "Life-Threatening".

Phot3c - is the score representing the degree to which there was evidence for the assumption on the part of the child that "Life is Depriving".

Phot3d - is the score representing the degree to which there was evidence for the assumption on the part of the child that "Life is Invasive, Disrespectful of Limits".

Phot3e - is the score representing the degree to which there was evidence for the assumption on the part of the child that "Life is Distorting".

(j) Drawings:

Although Burns and Kaufman (1972) discuss many styles and symbols, most of them appeared so rarely in the drawings in this study that they have not been included in the analyses. For instance, Burns (1982) lists the scoring criteria for Figure Activity Level (p.75) which includes a range of scores from 0 for "laying" to 8 for "hitting", but in the current study, most children drew the figures "standing" as if in a family portrait. Consequently, there was little differentiation between many of the measures because most were scored zero. In order to produce a meaningful analysis of the interpretations, the Researcher grouped the symbols that did occur according to the interpretations included in Burns and Kaufman, and Burns (mentioned previously). This produced seven clusters of scores plus a total score. (The validity of this approach was not tested in a pilot study and therefore the results must be treated with caution.) This method of analysis produced more meaningful results although some of the clusters still contained very few observations.

The analyses of drawings discussed in this study included three of the symbols, seven cluster scores and the total number of symbols.

(In each of the following variables - "A" as the final letter indicates that this was a pre-test measure, and "B" as the final letter indicates a post-test measure. These variables were scored according to the rating tables in Burns, 1982, pp 72 - 82).

TendadA, TendadB - the degree of Tension in Father, i.e., no tension, slipping, hanging, or falling.

TenmomA, TenmomB - the degree of Tension in Mother (as above).

TenselA, TenselB - the degree of Tension in Self (as above).

FacexdA, FacexdB - facial expression in Father, ie., whether the expression is very friendly, friendly, neutral, unfriendly, or very unfriendly.

FacexmA, FacexmB - facial expression in Mother (as above).

FacexsA, FacexsB - facial expression in Self (as above).

SizdadA, SizdadB - actual size of Father in millimetres.

SizmomA, SizdadB - size of Mother in millimetres.

SizselA, SizselB - size of Self in millimetres.

Other symbols which appeared in the drawings were grouped into the following clusters:

IndtenA, IndentB - Indicators of Tension. This included the following symbols - Arm Extensions, Elevated Figures, Hanging Figures, Leaning Figures, Omitted Figures, Rotated Figures, Barriers, Dangerous Objects, Ladders, Lawnmowers, Vacuum Cleaners, Stick Figures.

Nedlove, NedloveB - Indicators of a Need for Love. This included the following symbols - Lights, Electricity (preoccupation with), Ironing, Butterflies, Fire, Flowers, Lamps, and Sun (in older children, and depending on its style).

ConflictA, ConflictB - Indicators of Areas of Conflict. This cluster included - X's, Compartmentalization, Encapsulation, Omission of Body Parts, Underlining Figures, Cats (depending on style), and Shading.

AnxtyA, AnxtyB - Indicators of Anxiety including Crosshatching and Shading.

DependA, DependB - Indicators of Dependency including - Buttons, Tiny Feet, Long Neck, and Overemphasized Mouth.

DepressA, DepressB - Indicators of Depressive Tendencies including - Rain, Refrigerators and Water.

InstabA, InstabB - Indicators of Feelings of Instability including - Lining on the Bottom, and Underlining Figures.

TotsympA, TotsympB - This was the total number of symbols and styles included in the drawing.

(k) School Record Cards.

The initial plan was to include the marks from the child's school record card as a series of measures but not all of the children had complete sets of records. In addition to this factor, School B had a change of Principal as the study commenced and the new Principal's policy was that such grades would not be entered on the cards. Consequently, as there were no post-test grades on the record cards for the children of this school, this set of measures was not included in the statistical analyses. However, the results for particular individuals have been referred to in the case studies which follow later in the study.

Initially also, the plan had been to have either behaviourally disruptive and very quiet or withdrawn children in the study, and as mentioned previously, these numbers were insufficient so that more "average" pupils were included. In addition to this, teachers varied in their assessment of the children's behaviour so that whereas a child may have been considered disruptive by the teacher who first recommended him or her for the study before the vacation, the child's new teacher did not always agree with this assessment because there were no problems at the beginning of the new year. Consequently, for the purposes of the study, there was no attempt to categorise the children according to their behaviour patterns. This was especially important since the assessments began very early in the first term when most children were still becoming used to their new classes and teachers.

CORRELATIONS

In all cases, the correlations between the subtests of each particular assessment tool were significant and as this is usually the pattern, these results will not be discussed.

PHOTOGRAPHIC ANALYSES

Apart from the variables mentioned above, the greatest number of significant correlations were found between scores on the Photographic analyses and other measures.

Examination of Table 2 reveals that there is a negative correlation between Agemths and Phot3a (the degree to which there is evidence that "Life is Frightening"). This result appears to indicate that the younger the child, the more likely it was that there would be evidence for the presence of this assumption. This table also reveals that there was a positive correlation between Gestn and Phot3b suggesting that the longer the gestation period of the child had been, the greater the likelihood that there would be evidence in the body structure for the assumption that "Life is Life-Threatening".

Table 2.

	Agemths	Gestn	Perfpst	Complpst	Armtpst
Ph1pst	-0.19 0.10 77	-0.20 0.21 39	-0.01 0.93 76	-0.23 *0.04 76	0.11 0.33 76
Ph2pst	-0.13 0.25 77	-0.22 0.17 39	-0.12 0.30 76	-0.35 ***0.00 76	-0.04 0.71 76
Ph1dif	-0.08 0.50 77	-0.14 0.39 39	-0.05 0.64 76	-0.08 0.47 76	0.00 0.10 76
Ph2dif	0.09 0.44 77	-0.23 0.16 39	-0.13 0.25 76	-0.28 **0.01 76	-0.07 0.53 76
Ph3dif	-0.05 0.68 77	-0.34 0.03 39	0.18 0.12 76	0.02 0.86 76	0.12 0.28 76
Phot1a	-0.08 0.47 77	0.29 0.07 38	-0.12 0.30 76	-0.22 0.06 76	-0.07 0.56 76
Phot2a	-0.12 0.28 77	0.28 0.09 38	0.03 0.82 76	-0.15 0.19 76	0.23 0.84 76
Phot3a	-0.24 *0.04 77	0.21 0.21 38	-0.06 0.60 76	-0.23 *0.05 76	-0.09 0.43 76
Phot3b	-0.14 0.23 77	0.42 **0.01 38	-0.21 0.07 76	-0.23 0.04 76	-0.10 0.40 76

* significant at the .05 level of confidence. ** significant at the .01 level of confidence.
 *** significant at the .005 level of confidence.

Note: When reading the correlation tables, the top row of values refers to the size of correlation, the second row refers to the level of significance of the correlation, and the third row refers to the number of students included in the analysis for that correlation.

There was a positive correlation between Phot3a and Phot3b and Attsess (see Table 3) indicating that the more evidence there was for the assumptions mentioned above, the more treatment sessions the child was likely to attend in the programme. Examination of the difference scores for variables revealed that there was a negative correlation between Ptotdif and Phot3c and Phot3e.

Table 3

Correlations between Total Difference Scores, Attendance at Sessions and Photographic Analysis					
	Attsess	Perfdif	Phfdif	Ptotdif	Ttotdif
Phot1a	0.21	-0.03	0.05	-0.11	-0.04
	0.06	0.82	0.66	0.48	0.74
	77	76	75	44	76
Phot2a	0.11	-0.05	-0.05	-0.06	0.10
	0.33	0.66	0.69	0.67	0.41
	77	76	75	44	76
Phot3a	0.26	0.08	-0.16	-0.09	-0.05
	*0.02	0.46	0.16	0.55	0.68
	77	76	75	44	76
Phot3b	0.22	-0.14	-0.07	0.06	0.09
	*0.05	0.24	0.55	0.69	0.42
	77	76	75	44	76
Phot3c	0.14	0.02	0.06	-0.31	-0.08
	0.24	0.89	0.63	*0.04	0.51
	77	76	75	44	76
Phot3d	0.09	-0.13	-0.05	-0.29	-0.07
	0.43	0.26	0.66	0.06	0.56
	77	76	75	44	76
Phot3e	0.19	-0.15	0.05	-0.36	0.03
	0.11	0.20	0.69	*0.02	0.80
	77	76	75	44	76

* significant at the .05 level of confidence

These results indicate that the more evidence there was for the assumptions on the part of the child that "Life is Depriving" and "Life is Distorting", the smaller the difference was between the total pre- and post-scores on the Parent Rating Scale.

Some of the other difference scores also correlated with the results from the photographs. For instance, on the Piers-Harris Scale there was a negative correlation between Ph1dif (Behaviour) and Phot3a (Life is Frightening) indicating that the more evidence there was for this assumption on the part of the child, the less change there was in the child's perception of its behaviour (Table 4).

Table 4

Correlations between Scores for Photographic Analysis and other Dependent Variables									
	Gestn	Ageyrs	Ph1dif	Ph1dif	Ph2dif	Ph3dif	Psocdi	Pworkdi	Ptotdif
Phot1a	0.29	-0.03	0.05	0.14	0.12	-0.09	-0.03	-0.12	-0.11
	0.07	0.77	0.66	0.23	0.03	0.45	-0.86	0.42	0.48
	39	38	77	75	75	75	44	44	44
Phot2a	0.28	-0.09	-0.05	-0.01	-0.02	-0.09	0.01	-0.19	-0.06
	0.09	0.42	0.69	0.94	0.88	0.44	0.93	0.21	0.67
	38	77	75	75	75	75	44	44	44
Phot3a	0.21	-0.20	-0.16	-0.23	-0.01	-0.09	-0.09	0.02	-0.09
	0.21	0.83	0.16	*0.05	0.94	0.43	0.55	0.92	0.55
	38	77	75	75	75	75	44	44	44
Phot3b	0.43	-0.12	-0.07	-0.15	0.04	-0.04	0.06	0.04	0.06
	**0.01	0.30	0.55	0.21	0.75	0.07	0.69	0.80	0.69
	38	77	75	75	75	75	44	44	44
Phot3c	0.03	-0.18	0.06	0.13	0.02	0.04	-0.29	-0.17	-0.31
	0.86	0.12	0.63	0.26	0.85	0.75	*0.05	0.27	*0.04
	38	77	75	75	75	75	44	44	44
Phot3d	0.24	0.05	-0.05	-0.08	0.03	-0.02	-0.22	-0.25	-0.29
	0.14	0.69	0.66	0.48	0.79	0.89	0.15	0.10	0.06
	38	77	75	75	75	75	44	44	44
Phot3e	0.03	-0.11	0.05	0.08	0.08	0.26	-0.22	-0.30	-0.36
	0.84	0.32	0.69	0.46	0.48	*0.03	0.15	*0.05	*0.01
	38	77	75	75	75	75	44	44	44

* significant at the .05 level of confidence. ** significant at the .01 level of confidence.

There was a positive correlation between Ph3dif (Physical Appearance and Personal Attributes) and Phot3e (Table 4) indicating that the more evidence there was for the assumption that "Life is Distorting", the greater the change was in the child's perception of his/her Physical Appearance and Personal

Attributes over the course of the treatment programmes. A negative correlation occurred between Phot3e and Pworkdif indicating that the more evidence there was for the assumption "Life is Distorting", the smaller the change was in Attitude to Work on the Parent Rating Scale.

There was a negative correlation between the total post-test score on the Teacher Rating Scale (Ttotpst) and Phot3d ("Life is Invasive, Disrespectful of Limits") indicating that the lower the total post-test score was on this rating scale, the more evidence there was in the photographs that the child had adopted the above assumption. There was also a negative correlation between the post-test Weight scores and Phot3a, Phot3b and Phot3c indicating that the lower the weight of the child, the greater the likelihood that there would be evidence for the presence of the assumptions that "Life is Frightening", "Life is Life-Threatening" and "Life is Depriving" (Table 5).

Table 5

Correlations between Photographic Analysis, Behaviour Rating Scales and Weight							
	Agemths	Attsess	Perfpst	Phfpst	Protpst	Ttotpst	Wghtpst
Phot3a	-0.24	0.26	-0.06	-0.04	0.09	-0.01	-0.26
	*0.04	*0.02	0.59	0.72	0.57	0.92	*0.03
	77	77	76	75	44	76	73
Phot3b	-0.14	0.22	-0.21	-0.07	-0.09	0.03	-0.26
	0.23	*0.05	0.07	0.57	0.58	0.82	*0.03
	77	77	76	75	44	76	73
Phot3c	-0.21	0.14	0.04	0.15	-0.27	-0.04	-0.35
	0.07	0.24	0.70	0.20	0.08	0.75	**0.01
	77	77	76	75	44	76	73
Phot3d	0.01	0.09	-0.13	0.94	-0.05	-0.25	0.04
	0.96	0.43	0.28	0.42	0.72	*0.03	0.76
	77	77	76	75	44	76	73
Phot3e	-0.15	0.18	-0.01	0.03	-0.21	-0.09	-0.09
	0.18	0.11	0.89	0.82	0.17	0.46	0.46
	77	77	76	75	44	76	73

* significant at the .05 level of confidence. ** significant at the .01 level of confidence.

WISC-R PERFORMANCE SUBTESTS

Apart from the correlations between the subtests of this scale, the only measure to feature repeatedly in the significant correlations was the post-test result for Picture Completion (Complpst). Reference to Table 2 (shown previously) reveals that there were negative correlations between this result and the post-test results for Piers-Harris cluster I (Ph1pst - Behaviour) and cluster II (Ph2pst - Intellectual and School Status) indicating that the lower the child's post-test score was for Picture Completion, the more likely the child was to rate him/herself highly on those Piers-Harris clusters. This Picture Completion result also correlated negatively with the difference score for the Piers-Harris II cluster and with the scores for Phot1a (Early Establishment of Character), Phot2a (Early Establishment of Responsive Habits), Phot3a ("Life is Frightening") and Phot3b (Life is Life-Threatening).

CLASSROOM OBSERVATION AND BEHAVIOUR RATING SCALES

There were several significant correlations between these scales. For instance, there was a positive correlation between the pre-test classroom observation scores (Clobspre) and the post-test score for Social Relationships on the Teacher Rating Scale (Tsocpst) indicating that the children who were on task longer at pre-test achieved a higher score for Social Relationships on the Teacher Rating Scale at post-test. There were also positive correlations between the post-test score for Social Relationships on the Parent Rating Scale (Psocpst) and the post- and difference scores for Classroom Observations (see Table 6).

Table 6

	Pjustpst	Psocpst	Pworkpst	Ptotpst	Tjustpst	Tsocpst
Clobspre	0.05	-0.21	-0.01	-0.09	0.08	0.27
	0.75	0.15	0.95	0.56	0.48	*0.02
	46	46	46	46	78	78
Clobspst	0.15	0.36	0.24	0.33	0.21	0.13
	0.33	**0.01	0.12	*0.02	0.07	0.27
	46	46	46	46	78	78
Clobsdif	0.07	0.46	0.19	0.30	0.09	-0.11
	0.07	***0.00	0.20	*0.04	0.45	0.34
	46	46	46	46	78	78
Phot3c	0.03	-0.18	-0.19	-0.27	-0.06	-0.15
	0.87	0.23	0.22	0.08	0.58	0.19
	44	44	44	44	76	76
Phot3d	0.07	-0.13	0.01	-0.05	-0.26	-0.13
	0.67	0.40	0.94	0.72	*0.02	0.25
	44	44	44	44	76	76
Phot3e	-0.07	-0.18	-0.13	-0.21	-0.17	-0.13
	0.66	0.24	0.39	0.17	0.15	0.27
	44	44	44	44	76	76

* significant at the .05 level of confidence.

** significant at the .01 level of confidence.

*** significant at the .001 level of confidence.

Reference to Table 7 (following) reveals a positive correlation between the difference scores for Classroom Observations (Clobsdif) and the difference scores for Social Relationships on the Parent Rating Scale (Psocdif). This suggests that the higher the difference score was for Classroom Observation, the higher the difference score for Social Relationships on the Parent Rating Scale was likely to be.

PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

In addition to the results mentioned previously for cluster scores in this scale there were positive correlations between the difference scores for cluster VI (Happiness and Satisfaction) and Psocdif, and Tworkdif (see Table 7).

Table 7

	Ph4dif	Ph5dif	Ph6dif	Pjustdif	Psocdif	Pworkdif	Ptotdif
Ph5dif	0.41 **0.00 78	1.00 0.00 77	0.27 *0.02 77	0.27 0.07 45	0.23 0.13 45	0.10 0.50 45	0.20 0.18 45
Ph6dif	0.38 **0.00 77	0.27 *0.02 77	1.00 0.00 77	-0.07 0.64 45	0.29 *0.05 45	0.09 0.55 45	0.03 0.83 45
Pjustdif	0.13 0.39 45	0.27 0.07 45	-0.07 0.64 45	1.00 0.00 46	0.53 **0.00 46	0.22 0.14 46	0.83 **0.00 46
Tworkdif	0.04 0.74 77	-0.01 0.96 77	0.24 *0.03 77	-0.96 0.53 46	0.02 0.90 46	0.08 0.57 46	0.06 0.68 46
Ttotdif	0.18 0.12 77	0.14 0.24 77	0.22 *0.05 77	-0.14 0.35 46	0.03 0.82 46	0.10 0.51 46	0.03 0.85 46
Clobsdif	-0.04 0.72 77	-0.06 0.59 77	0.00 0.99 77	-0.00 0.98 46	0.32 *0.03 46	0.13 0.40 46	0.19 0.20 46

* significant at the .05 level of confidence

** significant at the .001 level of confidence

A positive correlation also occurred between the difference score for the Piers-Harris total scale and the weight difference scores (Table 8).

Table 8.

	Wgtdif	Hgtdif	Clobsdif	Phot1a	Phot2a
Attsses	-0.14 0.25 73	-0.10 0.37 75	-0.03 0.79 79	0.21 0.06 77	0.11 0.33 77
Perfdif	-0.07 0.58 72	-0.17 0.14 74	0.10 0.38 78	-0.03 0.82 76	-0.05 0.66 76
Phfdif	0.25 *0.03 73	-0.10 0.37 75	0.00 0.97 77	0.05 0.66 75	-0.05 0.69 75

* significant at the .05 level of confidence

PARENT RATING SCALE RETURNS

When the results of the study were being analyzed it became apparent that there were discrepancies between the two schools with respect to the number of Parent Rating Scales returned. There were differences between the groups, there were differences between sexes and there were differences between the two schools. In all cases there were fewer post-treatment returns than pre-treatment returns (Fig.1) but there did not appear to be a definite pattern across groups. However, when the results were examined according to school there were fewer returns from School B than from School A for both pre- and post-test Parent Rating Scales (Fig 2.). This difference also existed within sexes, i.e., there were fewer returns from the parents of males at School B than at School A and there were fewer returns from females at School B than at School A (Fig.1).

Although the schools were situated in similar areas of the city in terms of socio-economic factors, there were differences between them. School A included Form I and II pupils whilst School B did not. This meant that there was a wider age range in pupils at School A than at School B. In addition to this, School B appeared to have a higher proportion of children of mixed race, especially from a Pacific Island background, than did School A. As has been mentioned previously, this caused considerable difficulty when permission was sought for children to participate in the study. Consequently, it was decided to determine whether there were significant differences between results from "Pakeha" children and "Other" children of mixed race.

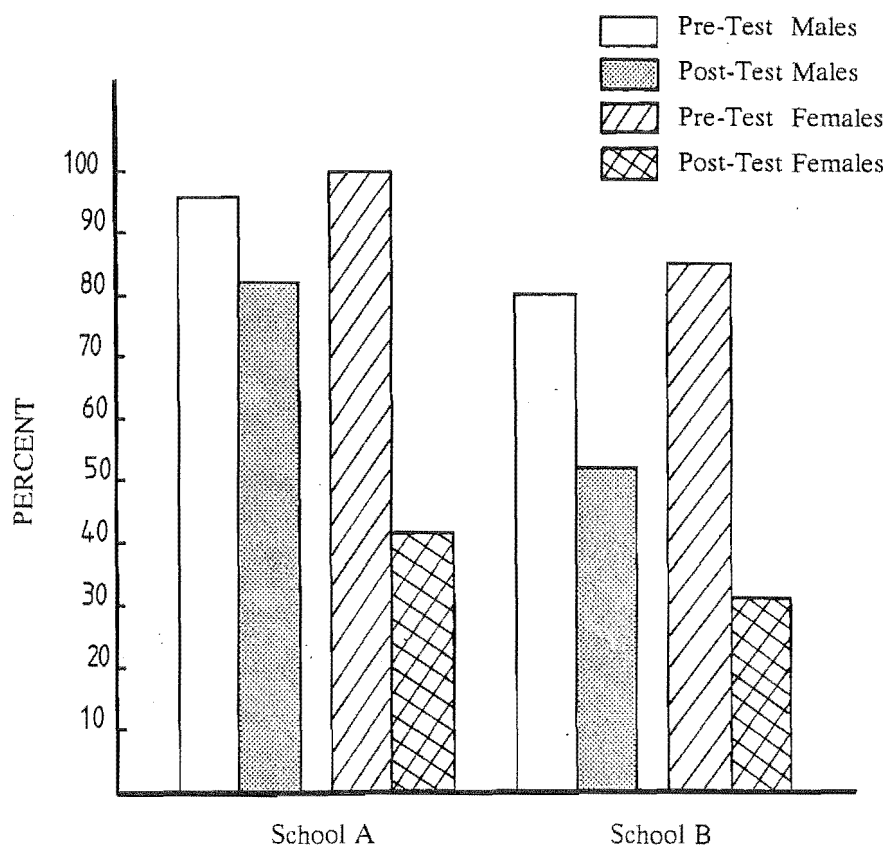


FIG. 1. PARENT RATING SCALE RETURNS

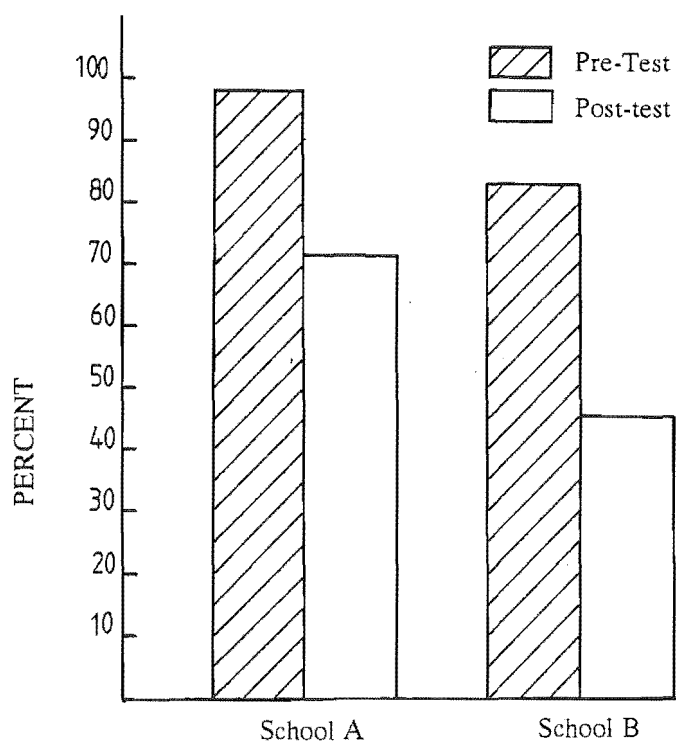


FIG. 2. PARENT RATING SCALE RETURNS

MULTIVARIATE ANALYSES OF VARIANCE

A. Sex and Race

Multivariate Analysis of Variance (MANOVA) revealed that there was a significant interaction effect between SEX and RACE for the variable Psocdif, i.e., the difference between pre- and post-test results for Social Relationships in the Parent Rating Scale. However, further analysis using the Student-Newman-Keuls test indicated that the means according to SEX and according to RACE were not significantly different from each other. A similar interaction effect between these class variables was found for the results for Phot2a (evidence for the Early Establishment of Responsive Habits) but again the Student-Newman-Keuls test did not find significant differences between the sets of means for either SEX or RACE.

The analysis of the results for Phot3b (assumption that "Life is Life-Threatening") indicated a significant effect according to RACE and the Student-Newman-Keuls (SNK) Test supported this finding (Table 9). There were 58 children included in the "Pakeha" (P) group and 18 in the "Other" (O) group and the analysis showed that P group demonstrated more "pathology" in terms of body structure than did children in O group.

Table 9

Student-Newman-Keuls Test for Phot3b according to Race			
SNK Grouping	Mean	N	Race
A	2.22	58	P
B	1.50	18	O

B. Sex and Attendance at Sessions

During the therapy sessions it had appeared that in general, most of the disruptive behaviour had occurred with boys and that at times, children missed sessions because their class teachers had held them back to complete unfinished work. A MANOVA was undertaken to determine whether these two factors had a significant effect on the results. There were no significant interactions between Sex and Attendance at Sessions, nor were there any significant results for Attendance at Sessions. However, there were significant effects according to Sex for Phot3c and Phot3e indicating that males in the study showed more evidence for the adoption of the assumptions that "Life is Depriving" and "Life is Distorting" than did females (Fig.3).

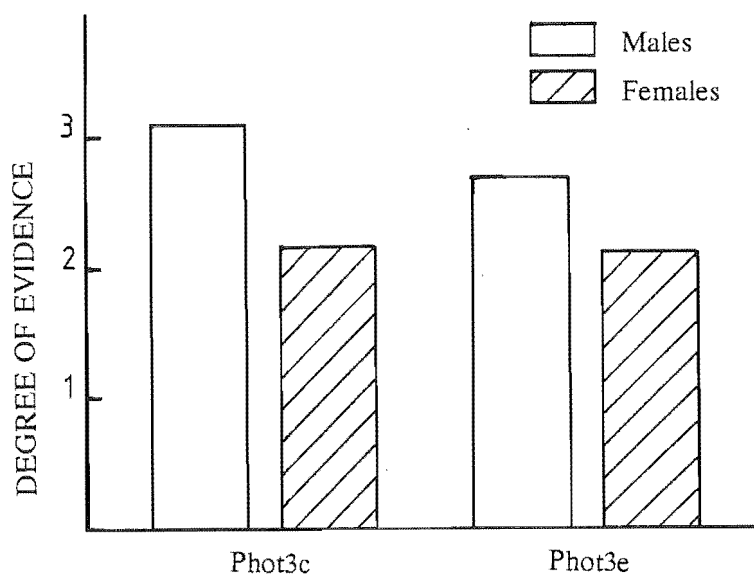


FIG. 3. ANALYSIS OF PHOTOGRAPHS BY SEX

C. Sex and School

Since Sex was a significant factor in the above analysis, and since there had been differences between schools in relation to Parent Rating Scale returns, a Manova was undertaken to determine the influence of Sex and School on other variables. Significant results were obtained for all of the Photograph scales, i.e., Phot1a, Phot2a, Phot3a, Phot3b, Phot3c, Phot3d and Phot3e in relation to School (see Fig.4.) The results indicated that for each assumption, School B showed a higher degree of "pathology" than School A. In addition to this, for Phot3c and Phot3e, there was a significant interaction effect between Sex and School with School B scoring significantly higher than School A and males scoring higher than females.

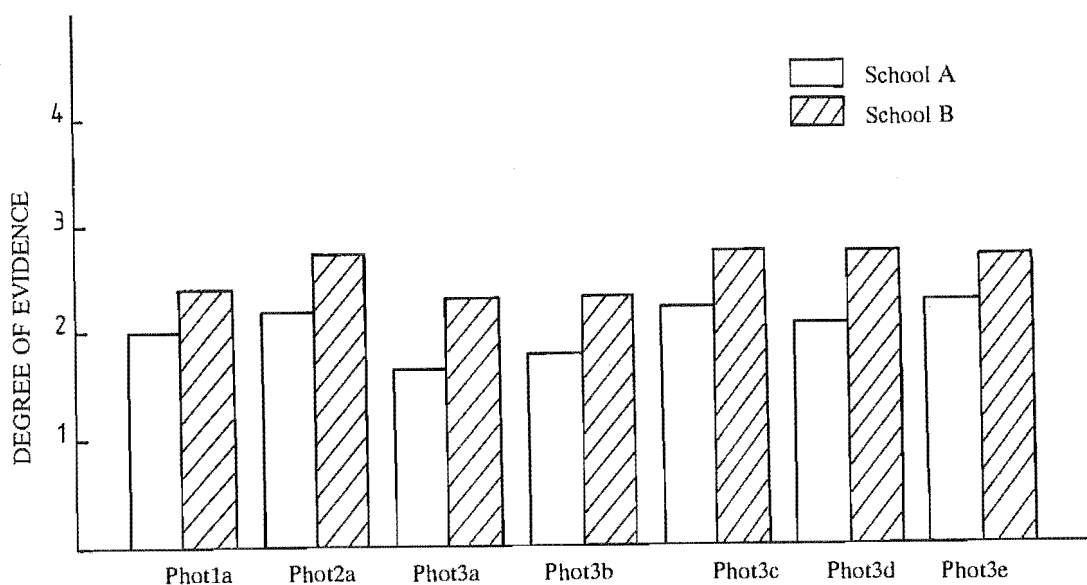


FIG. 4. ANALYSIS OF PHOTOGRAPHS BY SCHOOL

D. School and Treatment

A MANOVA undertaken to determine the influence of School and Treatment produced no significant results for Treatment and no significant interactions between School and Treatment. However, as with the above analysis, there were significant differences between the two schools on all of the photographic scales mentioned above, and in the same direction. That is, in every case, School B scored significantly higher than did School A (see Tables P50-70 in Appendix C).

DRAWING ANALYSES

As mentioned previously, when the drawings were analyzed according to the technique described in Burns (1982), the results were not meaningful due to the fact that many children scored zero on many of the variables and in the post-test drawings, many children had missing values. Consequently, when the results were analyzed, there was a large number of correlations which were an artifact of the large numbers of zeros and missing values. When the results were analyzed using the variables listed earlier, some more useful patterns emerged.

1. School and Group

Multivariate analyses of variance were undertaken to determine whether there were differences in the children's drawings depending on the school that they attended and the group that they were included in for the study. At pre-test there was a significant group effect for TendadA (Tension in Father) and the results indicated that the Art groups revealed more tension in relation to father than the Counselling group, or the Control and the Movement (least tension in father) group. However, the Student-Newman-Keuls test indicated that the differences between the means were not statistically significant. A similar effect occurred for Tenmoma (Tension in Mother) but again the difference between the means was not significant.

At post-test, there was a significant difference between the schools for ConflictB (indicators of Feelings of Conflict). The Student-Newman-Keuls test revealed that children at School A included more symbols suggesting Feelings of Conflict than did School B (see Table 10).

Table 10

Student-Newman Keuls Test for ConflictB according to School			
SNK Grouping	Mean	N	School
A	2.54	41	A
B	1.94	36	B

2. Correlations between Photographic and Drawing Analyses

There were a number of statistically significant correlations between these two sets of measures both at pre- and post-test. However, when interpreting the results, it should be remembered that there is a single set of measures for the photographs. Although two sets of photographs were taken, they were not analyzed as two sets, nor was there any attempt to find differences between the sets. So for the purpose of the analyses in this study, a single set of measures has been used for the photographs.

(i) Pre-test Comparisons.

There was a positive correlation (significant at the .05 level of confidence) between Phot3e (Life is Distorting) and TendadA (Tension in Father) suggesting that children who depicted tension in their fathers were more likely to adopt the above assumption about life.

There were significant negative correlations between SizdadA and Phot1a, Phot3a and Phot3b indicating that the smaller father was in the drawing, the more likely the child was to show evidence - for the Early Establishment of

Character, and the assumptions that "Life is Frightening" and "Life is Life-Threatening". There was also a negative correlation between SizmomA and Phot3b, and the interpretation would be similar for this comparison.

There were significant positive correlations between ConflctA (indicators of Conflict) and Phot1a, Phot3a, Phot3b, and Phot3c. These correlations suggest that the more indicators of Conflict were in a child's drawing, the more likely it was that she would show evidence - for the Early Establishment of Character, and the assumptions that "Life is Frightening", "Life is Life-Threatening", and "Life is Depriving". The correlation between ConflctA and Phot3b was very strong (significant at the .005 level of confidence).

A significant positive correlation occurred between InstabA (indicators of Feelings of Instability) and Phot3a and this suggested that children who showed evidence in their bodies that "Life is Frightening" were more likely to include symbols in their drawings to suggest Feelings of Instability. In other words, children who appear to have adopted the assumption that "Life is Frightening" are more likely to underline individual figures and/or to line the bottom of their drawings.

Significant positive correlations also occurred between TotsympA (total number of symbols and styles) and Phot3b, Phot3c and Phot3d (Life is Invasive, Disrespectful of Limits). All of the above results are included in Table 11.

Table 11

Correlations between the Photographic and Pre-Test Drawing Analyses for Study One.

	Phot1a	Phot2a	Phot3a	Phot3b	Phot3c	Phot3d	Phot3e
TendadA	0.10 0.44 55	0.07 0.62 55	0.07 0.58 55	0.11 0.44 55	0.02 0.88 55	0.21 0.12 55	0.26 *0.05 55
SizdadA	-0.27 *0.05 54	-0.20 0.15 54	-0.29 *0.03 54	-0.29 *0.03 54	-0.15 0.29 54	-0.04 0.75 54	-0.19 0.17 54
SizmomA	-0.15 0.25 63	-0.14 0.28 63	-0.21 0.10 63	-0.24 *0.05 63	0.02 0.87 63	-0.11 0.39 63	-0.16 0.22 63
SizselA	0.07 0.55 73	0.03 0.81 73	-0.01 0.95 73	-0.03 0.81 73	-0.03 0.79 73	0.12 0.39 63	0.05 0.64 73
ConflictA	0.24 *0.03 77	0.19 0.09 77	0.28 **0.01 77	0.32 ***0.00 77	0.30 **0.00 77	0.20 0.08 77	0.10 0.41 77
InstabA	0.13 0.25 77	0.15 0.21 77	0.27 *0.02 77	0.06 0.62 77	0.09 0.46 77	0.12 0.32 77	0.19 0.09 77
TotsympA	0.21 0.06 77	0.11 0.33 77	0.18 0.11 77	0.27 *0.02 77	0.30 **0.00 77	0.27 *0.02 77	0.13 0.25 77

* significant at the .05 level of confidence.

** significant at the .01 level of confidence.

*** significant at the .005 level of confidence.

(ii) Post-Test Comparisons.

There were significant negative correlations between SizdadB and Phot1a (significant at .0005 level of confidence), Phot3d and Phot3e, and also between SizmomB and Phot1a, Phot3d and Phot3e indicating that the smaller the figures of those parents were, the more likely the child would be to have those assumptions about life.

TendadB correlated negatively with Phot3b and Tenmomb correlated negatively with Phot3d and Phot3e indicating that children who depicted tension in father at post-test, were likely to assume that "Life is Life-Threatening". Those that depicted tension in mother were likely to assume that "Life is Invasive" and "Life is Distorting".

A significant positive correlation occurred between FacexsB and Phot3b. This result suggests that children who had adopted the assumption that "Life is Life-Threatening" were more likely to draw themselves with an unfriendly looking face.

There were significant positive correlations between Phot3d, and InstabB and TotsympB showing that at post-test, children who showed evidence for the assumption that "Life is Invasive" were more likely to underline figures and/or line the bottom of their drawings and to use a higher total number of symbols in their drawings.

All of the above results are included in Table 12.

Table 12

Correlations between the Photographic and Post-Test Drawing Analyses for Study One.							
	TendadB	TenmomB	FacexsB	SizdadB	SizmomB	InstabB	TotsympB
Phot1a	-0.27 0.06 48	0.04 0.78 60	-0.04 0.77 60	-0.49 ****0.00 46	-0.27 *0.04 58	0.08 0.06 75	0.10 0.38 75
Phot2a	-0.24 0.10 48	0.12 0.38 60	-0.04 0.75 69	-0.28 0.06 46	-0.22 0.09 58	0.09 0.40 75	-0.00 1.00 75
Phot3a	-0.20 0.17 48	-0.16 0.22 60	-0.08 0.56 60	-0.21 0.17 46	-0.18 0.18 58	0.21 0.08 75	-0.05 0.64 75
Phot3b	-0.30 *0.03 48	-0.19 0.15 60	0.26 *0.03 69	-0.24 0.11 46	-0.05 0.73 58	0.15 0.20 75	0.08 0.50 75
Phot3c	-0.04 0.78 48	0.18 0.16 60	-0.05 0.69 69	-0.28 0.06 46	0.00 1.0 58	0.27 *0.02 75	0.10 0.39 75
Phot3d	0.04 0.78 48	0.27 *0.04 60	0.06 0.62 69	-0.41 ***0.00 46	-0.29 *0.03 58	0.31 **0.00 75	0.27 *0.02 75
Phot3e	0.07 0.63 48	0.31 **0.00 60	0.13 0.30 69	-0.35 *0.02 46	-0.39 ***0.00 58	0.24 *0.04 75	0.13 0.28 75

* significant at the .05 level of confidence.
 ** significant at the .01 level of confidence.
 *** significant at the .005 level of confidence.
 **** significant at the .0005 level of confidence.

3. Piers-Harris Self-Concept Scale and Drawing Analyses

(i) Pre-Test Comparisons.

A significant positive correlation occurred between TenmomA and Ph2pre indicating that the children who depicted Tension in Mother were likely to score themselves more highly on Intellectual and School Status of the Piers-Harris. There was also a significant positive correlation between SizdadA and Ph5pre indicating that children who drew larger fathers were more likely to give themselves higher scores for Popularity on the Piers-Harris.

A somewhat puzzling positive correlation occurred between InstabA and Ph2pre indicating that children who gave indications of Feelings of Instability in their drawings were more likely to give themselves a high score on Intellectual and School status on the Piers-Harris (See Table 13).

Table 13

Correlations between the Drawing Analysis for Study One and Pre-Test Scores on the Piers-Harris				
	TenmomA	FacexdA	SizdadA	InstabA
Phfpre	0.11 0.38 65	0.13 0.33 56	0.13 0.34 55	0.13 0.27 79
Ph1pre	0.20 0.11 65	0.07 0.61 56	0.02 0.87 55	0.15 0.18 79
Ph2pre	0.30 **0.01 65	0.08 0.56 56	-0.12 0.36 55	0.29 **0.01 79
Ph3pre	0.06 0.66 65	-0.05 0.72 56	0.12 0.37 55	0.14 0.23 79
Ph4pre	-0.07 0.57 65	0.24 0.08 56	0.23 0.10 55	-0.02 0.83 79
Ph5pre	-0.14 0.26 65	0.16 0.25 56	0.29 *0.03 55	0.02 0.83 79
Ph6pre	-0.01 0.94 65	0.04 0.75 56	0.19 0.16 55	0.07 0.54 79

* significant at the .05 level of confidence. ** significant at the .01 level of confidence.

(ii) Post-Test Comparisons.

Significant positive correlations occurred between TenselB, and Ph1pst and Ph2pst, the latter of which was significant at the .005 level of confidence. these results suggest that children who depicted Tension in themselves scored themselves more highly on Behaviour and Intellectual and School Status on the Piers-Harris (Table 14).

Table 14

Correlations between Piers-Harris and Drawing Analysis at Post-Test					
	TenselB	FacexmB	FacexsB	ConflctB	TotsympB
Phfpst	-0.21 0.07 71	-0.23 0.07 61	-0.21 0.08 71	-0.22 *0.05 77	-0.27 *0.02 77
Ph1pst	-0.24 *0.04 71	-0.05 0.68 61	-0.17 0.15 71	-0.29 **0.01 77	-0.24 *0.03 77
Ph2pst	-0.34 ***0.00 71	-0.26 *0.04 61	-0.24 0.04 71	-0.09 0.43 77	-0.17 0.13 77
Ph3pst	-0.12 0.31 71	-0.21 0.09 61	-0.19 0.11 71	-0.07 0.54 77	-0.17 0.13 77
Ph4pst	-0.05 0.66 71	-0.20 0.11 61	-0.10 0.43 71	-0.24 *0.04 77	-0.21 0.06 77
Ph5pst	-0.04 0.74 71	-0.25 *0.05 61	-0.18 0.12 71	-0.17 0.14 77	-0.29 **0.01 77
Ph6pst	-0.05 0.66 71	-0.11 0.41 61	-0.09 0.44 71	-0.19 0.09 77	-0.21 0.07 77

* significant at the .05 level of confidence.
 ** significant at the .01 level of confidence.
 *** significant at the .005 level of confidence.

A significant negative correlation occurred between FacexsB and Ph2pst indicating that children who gave themselves higher scores on Intellectual and School Status also tended to draw themselves with a friendly face.

Significant negative correlations occurred between ConflctB and Phfpst, Ph1pst and Ph4pst indicating that children with more indicators of Areas of

Conflict in their drawings were likely to achieve lower Total Scores, a lower score for Behaviour and rate themselves as more anxious than other children on the Piers-Harris Self-Concept Scale.

Significant negative correlations also occurred between TotsympB, and Phfpst, Ph1pst and Ph5pst indicating that the more total symbols a child used in drawing, the lower her scores were likely to be for Total Score, Behaviour, and Popularity on the Piers-Harris (Table 14).

CHAPTER FIVE

CASE STUDIES

Child No. 10.

KN., female, aged 11 yrs 5 mths at Pretest.

KN achieved an average score on the performance scale of the WISC-R at pretest and her grades on the school record card were all around average for academic subjects and behaviour in the year of the study and in the previous year. Throughout school to date she had passed hearing and vision tests and there appeared to have been no significant health problems. However, the first year that records had been kept on her academic progress (1981), she had achieved at a level below average in all subjects. The following year she had improved to an average level in Oral Language, Reading and Maths. (No records were kept on this card for 1983.)

At Pretest, her results on the Piers-Harris Self-Concept Scale (Fig. 5) were mainly below average but within one standard deviation of the mean. For instance, she scored below average for Behaviour, Intellectual and School Status, Physical Appearance and Attributes, and Happiness and Satisfaction. Her score for Anxiety was above average for the study indicating that she saw herself as less anxious and more popular than the average. (Her scores for Physical Appearance and Popularity were within two standard deviations of the mean.) At Post-test (Fig. 6) her results were similar although she scored below average for Anxiety (but within one standard deviation of the mean) indicating that her Anxiety level had risen. In addition to this her level of Happiness and Satisfaction had fallen to below average.

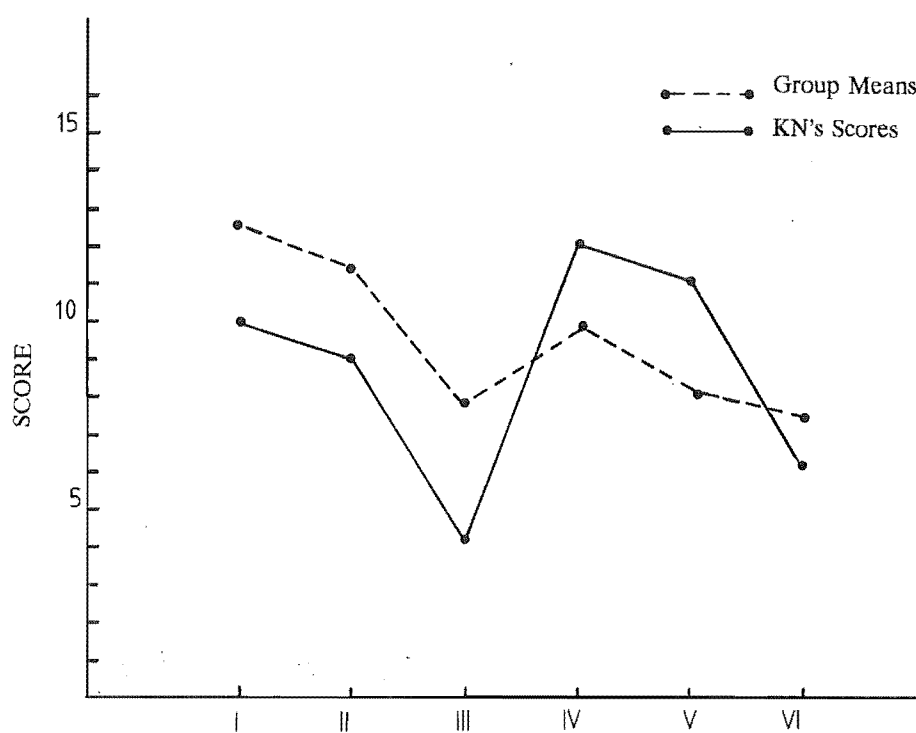


FIG. 5. PIERS-HARRIS PRE-TEST SCORES FOR KN.

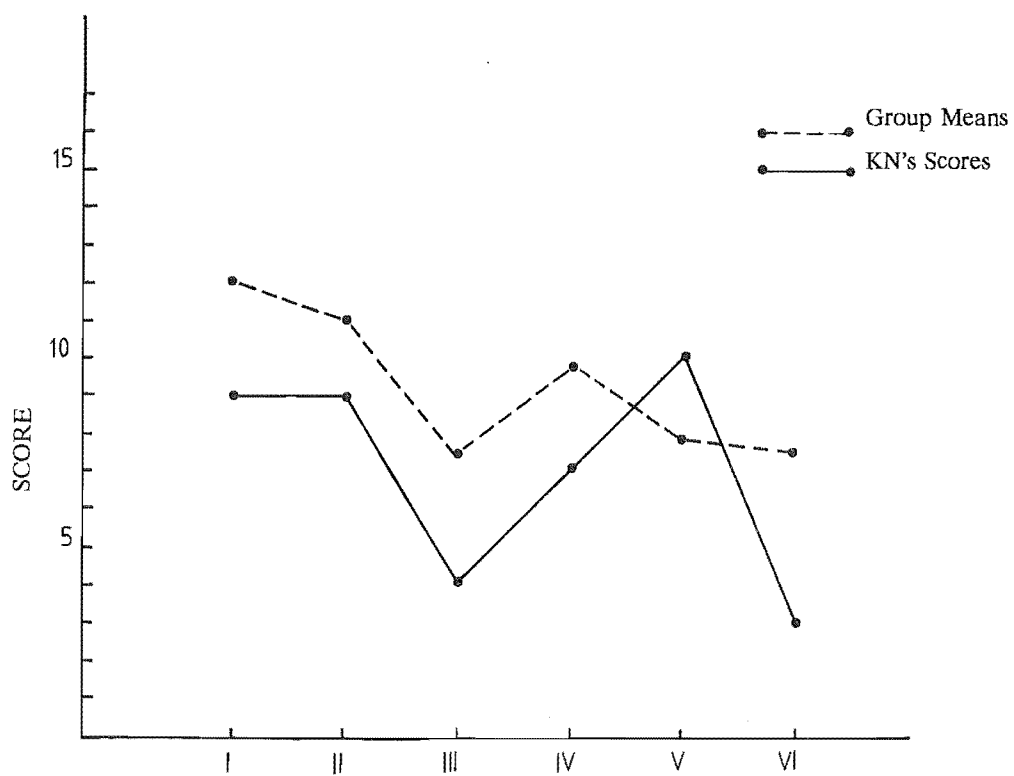


FIG. 6. PIERS-HARRIS POST-TEST SCORES FOR KN.

Her scores for the Parent Rating Scale were all average at Pre-test but there were no results for Post-test. On the Teacher Rating Scale, however, KN scored one standard deviation (SD) above the mean for Personal Adjustment and Attitude to Work, and two standard deviations above the mean for Social Relationships and Total Score. At Post-test each of these scores fell but were still above average compared with the other children in the study.

Her scores for On-task behaviour in the classroom observations were above average in both instances but fell from two standard deviations above the mean at pre-test to within one standard deviation of the mean at post-test.

KN was included in the Movement to Music group at School A and proved to be a major disruption. She was not keen to participate and her behaviour was often obnoxious. She had very strong views and expressed them forcefully. She found it difficult to accept anyone else's point of view, especially that of an adult, and even in her brief moments of cooperative behaviour, was loud and forceful. She was at times provocative with one of the older boys, engaging in lengthy conversations around sexual themes with him and refused to desist until he was eventually sent back to his class when he became too disruptive. In brief, the behaviour that KN revealed in the Movement to Music sessions was not at all reflective of the results achieved in the other measures mentioned above.

Her drawings were vivid and indicated a growing awareness of her femininity and a tendency toward seductive behaviour. KN has placed herself at the extreme right of the family line up in her first drawing (Fig. 7) and reveals an identification with her mother. Their hair and facial features are similar but by placing herself at the far end of the group, she has separated herself from her mother with three barriers in the forms of father and siblings.



FIG. 7. DRAWING 1 BY KN.



FIG. 8. DRAWING 2 BY KN.

Unlike her brother and sister, KN has a rather hostile, defiant look on her face and her hands on her hips emphasize this impression. She is also leaning very slightly away from her brother indicating some tension between them. Her left foot is raised from the ground which suggests that there is a feeling of instability despite the rather defiant overall stance. This impression is enhanced by the smallness of her feet in relation to the rest of her body. The dress that she is wearing in this picture balloons around her body, almost suggesting pregnancy. In contrast, her brother has a bewildered, almost questioning look on his face and has been drawn with his left foot hanging in the air, creating an impression of instability and uncertainty.

KN's sister has been drawn without arms, and has an almost timid expression on her face. In comparison with KW, she has a thin under-developed body and a rather helpless look. Her legs and feet are spindly and lean away from the father figure.

KN has drawn her parents very closely connected. Although father's hands are in his pocket, he is touching his wife with his body, but there is an indication of some tension for his arms are held very closely against his torso and his shoulders are seemingly drawing away from his wife. His eyes have a penetrating quality but are also rather seductive with their long thick eyelashes.

KN's mother in this drawing, appears to be very buxom and seductive. Her feet, although in high-heeled shoes, are quite large in relation to her legs which lean toward her husband. However, her feet are facing away from him giving a confusing impression. There appears to be some tension in relation to her also for the upper part of her body is leaning away from father, as is her right arm, whilst her left eye looks toward him.

The overall impression from this picture is that KN is strongly identifying with her mother but feels separated from her. There are also barriers between herself and father and she appears to becoming very much aware of her own femininity and sexuality.

KN's second picture (Fig. 8) is very different. She has totally omitted her own body, concentrating instead on a very seductive portrait of herself and has reduced the rest of her family to stick figures. Her immediate family are left hanging precariously in midair, whilst her extended family members are placed in a more "grounded" position along the bottom of the picture. It is interesting to note that in this picture the only male to be in a firm "grounded" position is her granddad, but even he is leaning into his right leg. In contrast, her uncle appears to be in the process of falling into a prone position, her brother is very precariously straddling her left shoulder whilst her father is hanging in midair.

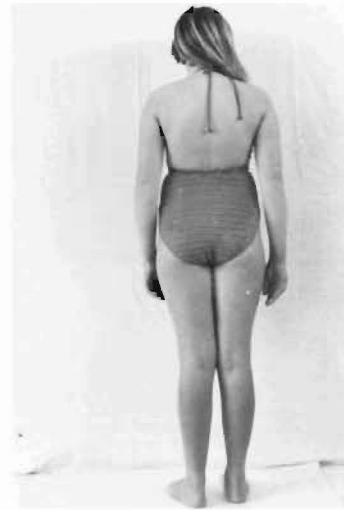
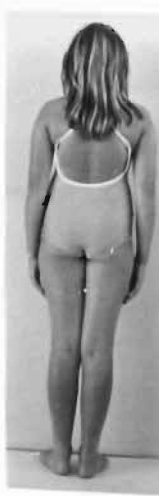
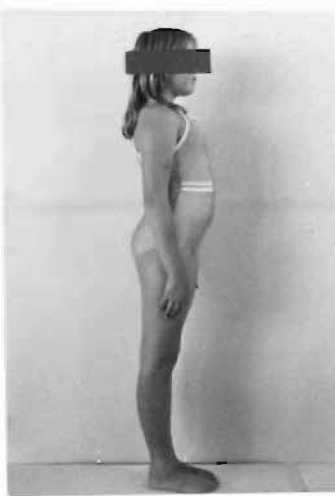
The females in the picture do not look quite so precarious. Her sister and mother each have at least one foot on KN's head whilst her nana and aunty both have feet more solidly on the ground.

In this picture, KN has portrayed herself in an almost "regal" manner, surrounded by the tiny members of her family. Burns and Kaufman (1972) state that hanging, leaning and stick figures are all indicators of tension, and that missing body parts indicate areas of conflict in children's drawings.

The analyst's first impressions from KN's photographs (Fig. 9) were that she looked overburdened and frightened. There appears to be a lot of energy held in her back and pelvis and this is clearer from the back. She is pulling back with her arms and her shoulders are rising up. The analyst said that it was almost as if she was "one of ten and she was the oldest and she was expected to take care of everybody". These factors give an appearance of being overburdened. There's also an appearance of pinching in the buttocks as if those muscles are being held really tightly perhaps as a reaction to enemas early in life or issues to do with potty training.

KN's arms and legs also have a rather lifeless quality about them. There is muscular development but there is not much energy moving through them which means that KN would have difficulty reaching out into the world.

FIG. 9. PHOTOGRAPHS OF KN.



The analyst also suggested that with the amount of energy being held in the body (it is overcontained), a way needs to be found for KN to express herself, otherwise there would be a tendency to explode when she becomes overburdened. The analyst considered that KN would be a "doer" as well as a "pleaser" but would be really struggling. She would need to learn how to express herself in a healthy way and in the words of the analyst "...it's like when the bucket gets filled, she would have to find a way out, so she would be invasive. She'd have to be provocative maybe, or to get you to [react] ...so she could justify her reaction to you so she could blast you..."

She appears to have been repressed in life and burdened by something.

For her, life has been invasive and in turn, she would at times be invasive.

Child No. 14.

SN., female, aged 8 yrs 11 mths at pretest.

SN achieved an average score on the performance scale of the WISC-R at pretest but six months later achieved an overall score fourteen points higher on the same test. At post-test she gained two points on Picture Completion, Picture Arrangement, Object Assembly and Mazes. She lost one point on Block Design but increased her score on Coding by five points.

The grades on her school record card showed that she had achieved at an average or below average level for the previous two years and in the year of the study, she was average for Physical Education, Writing, and Reading. Her grades for Written Language and Social Studies were low average whilst her grades for Oral Language, Spelling, Mathematics and Nature Study were below average. SN's grades for Independence had been consistently below average, whilst Cooperation and Perseverance were judged to be average. In the year of the study, her level of Stability was also graded below average.

SN's scores on the Piers-Harris (Figs. 10 and 11) were all above average both at pre- and post-test and the majority were close to two SD's above the mean indicating that in relation to the majority of other children in the study, her level of self-esteem was good.

SN's scores on the Parent Rating Scale at pre-test were all above average and within one SD of the mean. (There were no post-test results for this scale.) For the Teacher Rating Scale her pre-test results were average for Personal Adjustment, just above average for Social Relationships, and just below average for Attitude to Work and Total Score. At post-test, she achieved average scores for Social Relationships and Total Score, and just above average for Personal Adjustment and Attitude to Work.

SN's scores for the Classroom Observation of On-task Behaviour were above average and within one SD of the mean both at pre- and post-test.

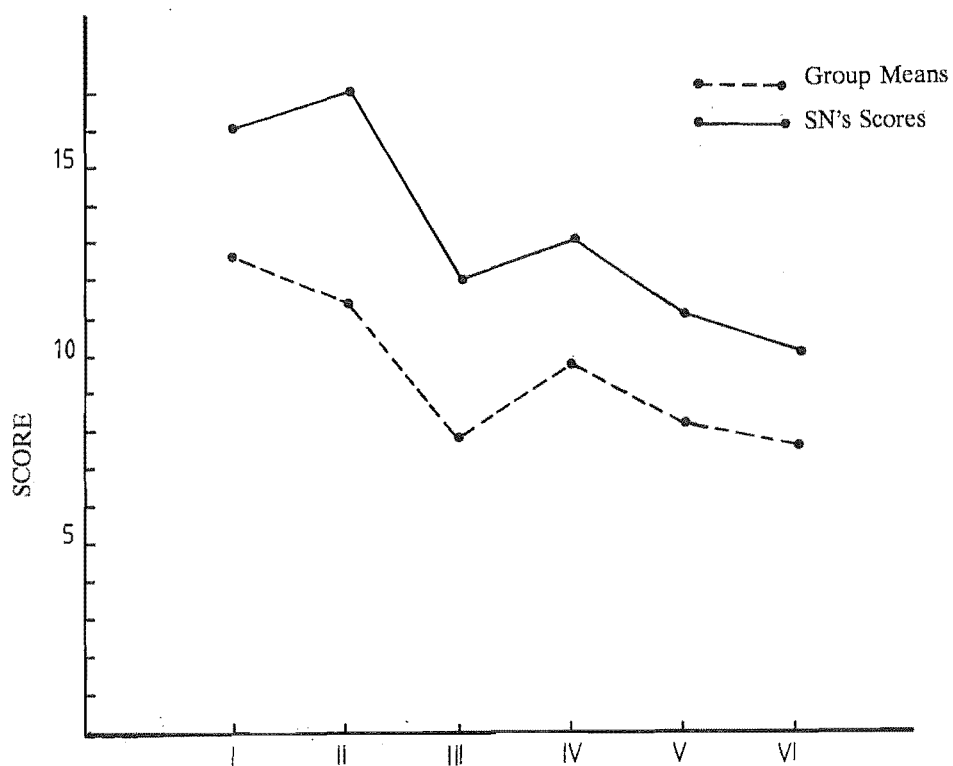


FIG. 10. PIERS-HARRIS PRE-TEST SCORES FOR SN.

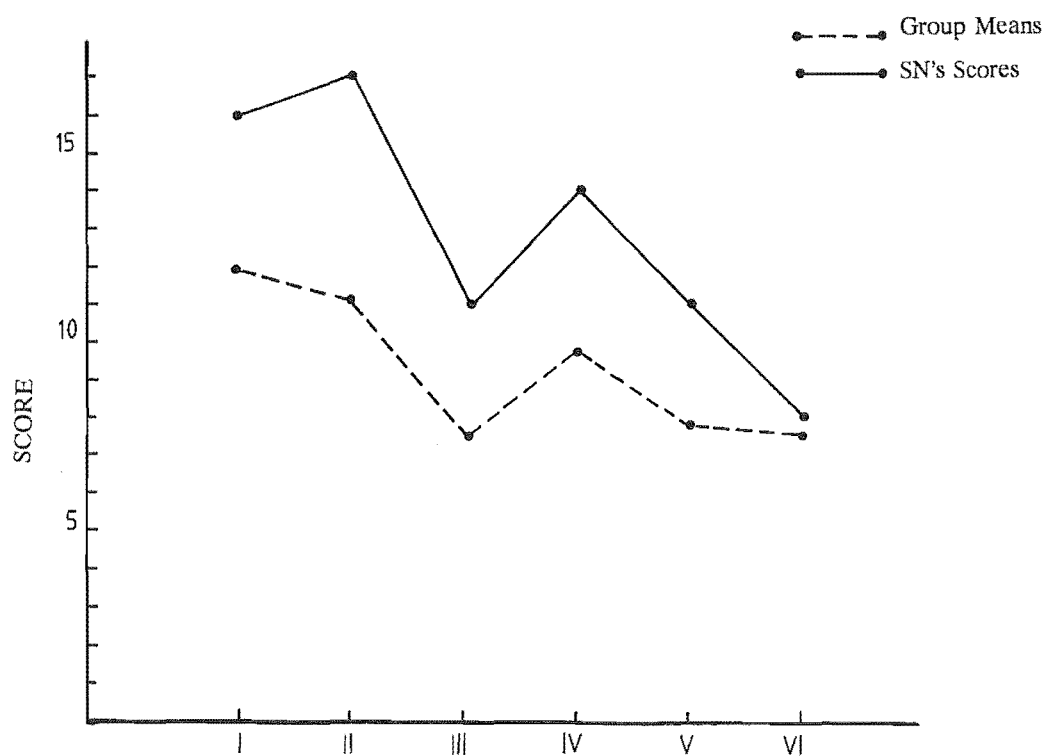


FIG. 11. PIERS-HARRIS POST-TEST SCORES FOR SN.

SN was in the Movement to Music group at School A and was keen to participate. She was compliant and tried hard to follow instructions, often against rather overwhelming odds from the disruptive children in this group. She was rather quiet but became annoyed with the children that misbehaved and was disappointed when the group was eventually abandoned.

Her drawings are relatively free of indications of tension or conflict. In her first picture (Fig. 12) she has drawn a line across under the feet which could, perhaps, indicate some degree of feelings of instability. The figures are all complete except that mother's arms in particular are disproportionately short with no apparent hand on the left one. SN's left arm is also rather short which restricts the ability of both of these figures to make contact. This picture is a well-drawn, harmonious portrayal of her family. The second picture (Fig. 13) is more "alive". Mother and SN are making contact and both of their arms are in better proportion. Their legs are rather curiously shaped but this may have been SN's attempt to draw knees. Father looks rather grim in this second picture. His mouth is smiling but it is overshadowed by the black moustache which masks the smile. His eyes are rather penetrating and the crosses on his shirt (according to Burns and Kaufman) indicate an area of conflict for SN. In this second picture, the cat, although still near to SN, is also more active and not so peaceful and friendly looking as in drawing 1. There is a very large sun central to the picture which according to the above authors, could indicate a need for love. In both of SN's drawings, the figures are a good size and are in relatively good proportion to each other.



FIG. 12. DRAWING 1 BY SN.



FIG. 13. DRAWING 2 BY SN.

The analysis of her photographs (Fig. 14) revealed that her body alignment was reasonably good, but she appeared to be leading with her right shoulder, i.e., leading with her aggression and anger. Her facial expression suggested that she could be mischievous, and her arms are a little underdeveloped indicating that there may have been some deprivation. The anger may have been due to verbal abuse or something similar, but there is not the evidence in her body to suggest physical abuse or invasion. If there is fear in her life, she has learned to cover it up and to survive.

FIG. 14. PHOTOGRAPHS OF SN.



Child No.21.

MK., male, 8 yrs 1 mth at pretest.

MK achieved an average score on the performance scale of the WISC-R at pretest and maintained this at post-test.

His scores on the Piers-Harris were almost all above average at both pre- and post-test (Figs. 15 and 16). The exceptions were for Anxiety which was below average (within one SD at pre-test and two SD's at post-test) and Happiness and Satisfaction which was average at post-test.

Scores for the Parent Rating Scale were only obtained at pre-test and were all average or just above average and within one SD of the mean.

On the Teacher Rating Scale, MK's scores were all above average. Personal Adjustment and the Total score were both within two SD's of the mean whilst Social Relationships dropped from two SD's above the mean to one SD above the mean and Attitude to Work remained within one SD above the mean for both assessments.

On-task behaviour in the classroom observation dropped from one SD above the mean to one SD below the mean at post-test.

MK's grades on his school record card varied considerably. For the two previous years his scores for Oral Language and Spelling were average whilst Maths was just below average. In the current year, his Reading ability was well above average, Spelling and Written Language were average whilst Oral Language, Writing and Maths were well below average. There were no indications of lasting physical problems in these records.

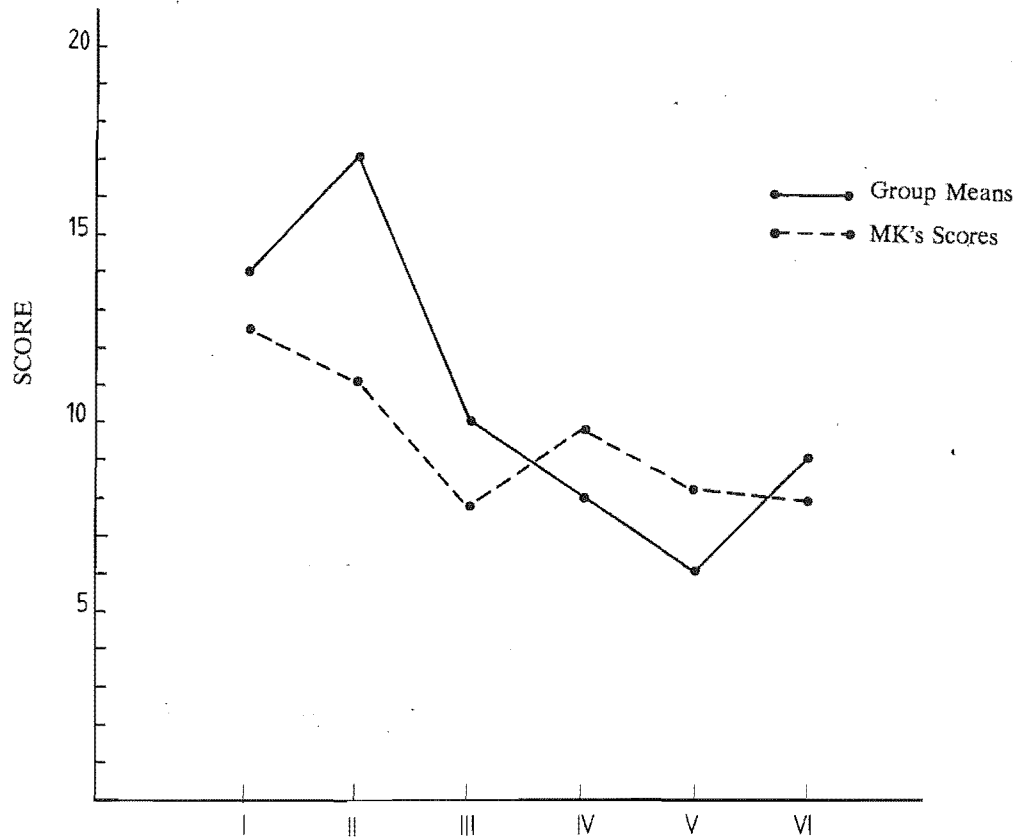


FIG. 15. PIERS-HARRIS PRE-TEST SCORES FOR MK.

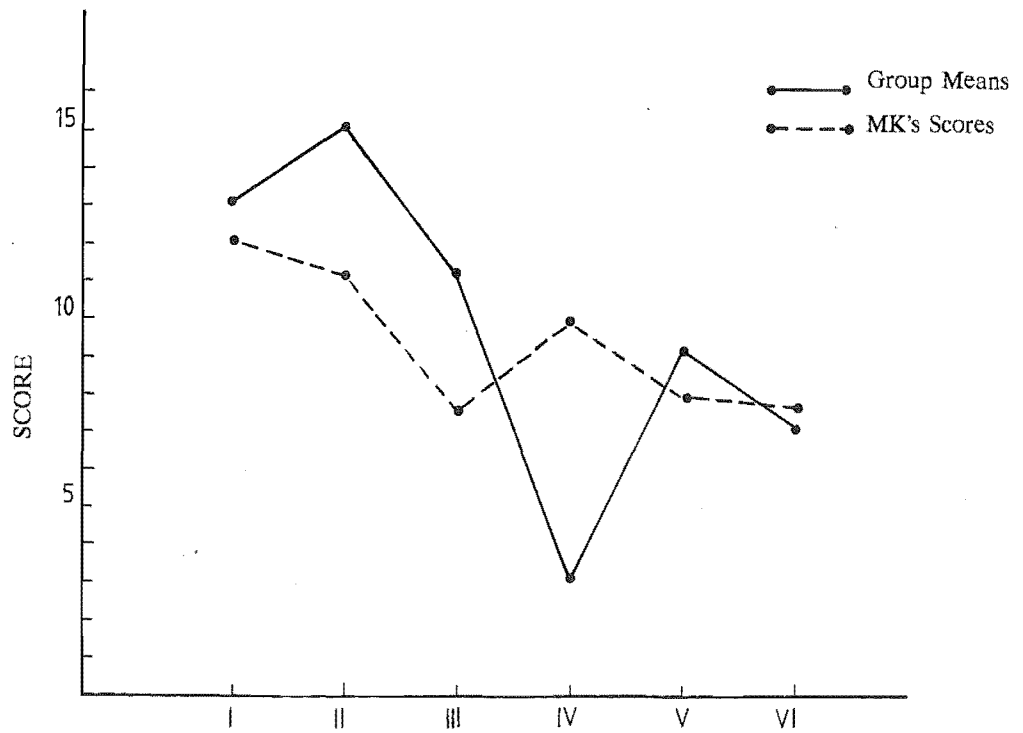


FIG. 16. PIERS-HARRIS POST-TEST SCORES FOR MK.

MK was in the Art group at School A and was enthusiastic and cooperative most of the time. He tended to work quickly and, at times, untidily, but enjoyed the activities. In the initial session he was very tense but by the final session had relaxed enough to be as giggly and noisy as the other children were on that occasion. At the end of session three, he found dolls that other children had made and then thrown in the rubbish, and took them home with him to "look after them". He appeared to be trying hard during most sessions.

MK's first drawing (Fig. 17) was quite primitive considering his age. In fact it was reminiscent of the "tadpole" style used by children first learning to draw between the ages of two and four years. None of the figures have bodies and the legs are represented by rather spindly lines. "Mum" to the right of the picture has a very poorly formed smile and MK is "teetering" in the air between his mother and Sarah.

MK's second picture (Fig. 18), drawn six months later, shows some development. He is at the left of the picture sitting on his mother's knee. His father (absent from the first picture) is to the right between the baby's pram and the cat and like MK, appears to be dressed in a baby's jumpsuit. Burns and Kaufman state that buttons drawn on clothing, figures with very long necks, and tiny feet all tend to indicate dependency. They also state that heavily shaded areas indicate conflict and in this picture, there is such shading around mother's head. The zzzz's emanating from the baby's pram, and no baby visible suggest that there is conflict here also for MK. He has drawn father with relatively small limbs and no hands or feet suggesting a rather helpless father who is dressed in a jumpsuit and is bald like a baby. In contrast, sister's body is short and poorly defined but her legs are elongated.

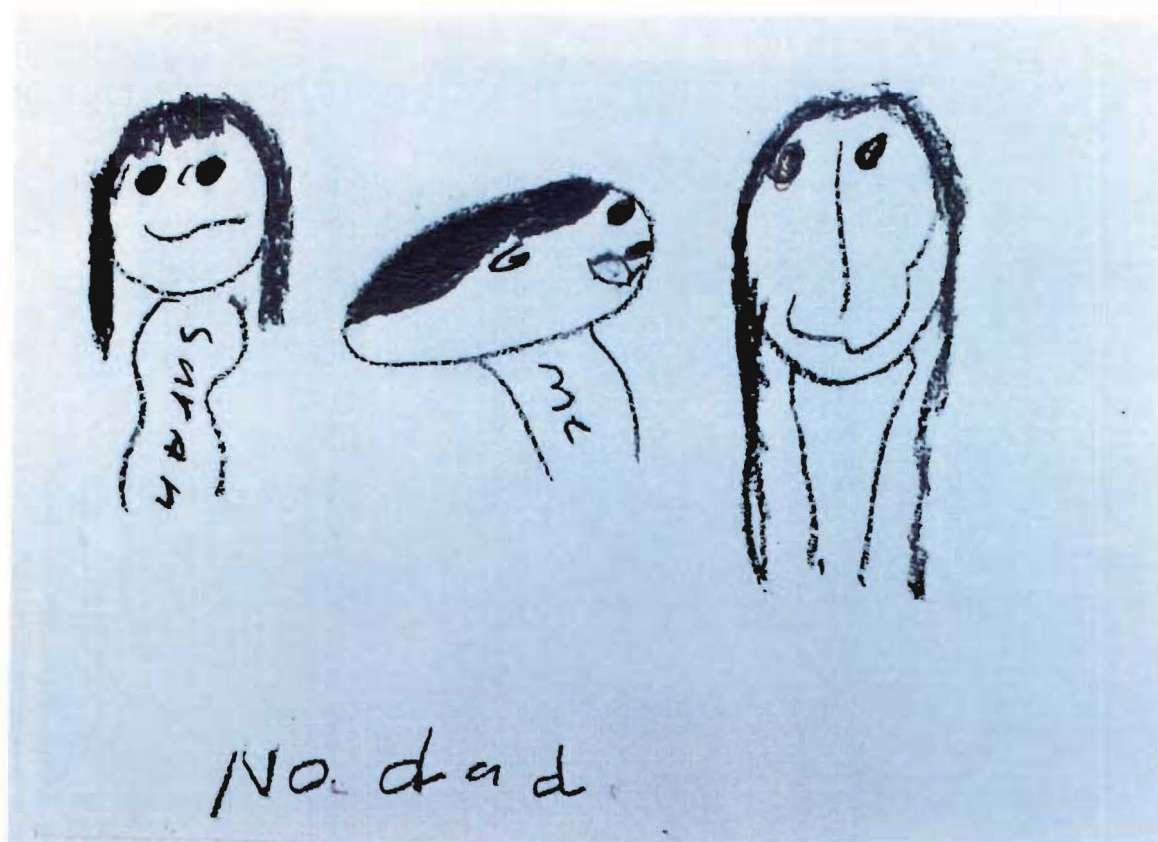


FIG. 17. DRAWING 1 BY MK.



FIG. 18. DRAWING 2 BY MK.

MK's legs are also relatively long but his feet are tiny, reinforcing the appearance of dependency. He is reaching out with an oversized left arm to touch his sister indicating that there may be some tension in relation to her. A rather ferocious looking dog is hovering over the baby and one could speculate that MK would like the dog to dispose of the baby.

The photographic analysis of MK suggested some deprivation indicated by the collapsing of his shoulders and chest (Fig. 19). It appeared as though "he was trying to defy the natural movement of his shoulders by trying to stand up". According to the analyst, "he's the kind of little boy that in a home you might expect to find...when it's dark and everybody has gone to sleep, he might be hiding in the corner crying...very hurt and wounded and deprived." There also appeared to be a right/left issue with him in that his right foot was more straight and direct than the left and the analyst wondered about his relationship with his mother. She wondered whether mother had not been able to give him sufficient nurturing because she had died or was ill or something similar. To the analyst, it was as though he was "crippled in his emotions, in his ability to love...and very lonely".

FIG. 19. PHOTOGRAPHS OF MK.



Child No. 23

JN., aged 9 yrs 5 mths at pre-test.

JN's scores on the WISC-R were well above average at pre-test and even higher at post-test. However, his grades on his school record card were average for the year of the study and in previous years had tended to be average for Oral Language and Reading and Social Studies, etc., but below average for Written Language, Writing, Spelling and Maths. His behaviour in most categories had been acceptable.

The medical comments indicated that he had failed the audio tests every year for the past five years and that he in fact had a hole in one of his eardrums.

JN's scores on the Piers-Harris were mainly above average at pre-test (Fig. 20) but within one SD of the mean. The exceptions were Anxiety and Popularity which were both below average and within one SD of the mean. At post-test (Fig. 21) he had fallen just below the mean on Intellectual and School Status but had risen to within two SD's above the mean for Physical Appearance and Attributes, and Popularity.

On the Parent Rating Scale his scores at pre-test were above average except for Attitude to Work which was just below average. At post-test all of these scores were above average but within one SD of the mean.

JN's scores on the Teacher Rating Scale were all below average at pre-test and within one SD of the mean but at post-test had risen to within two SD's above the mean except for Attitude to Work which had increased to within one SD above the mean.

JN's scores for On-task behaviour in the Classroom Observation were above average at pre-test and just below average at post-test.

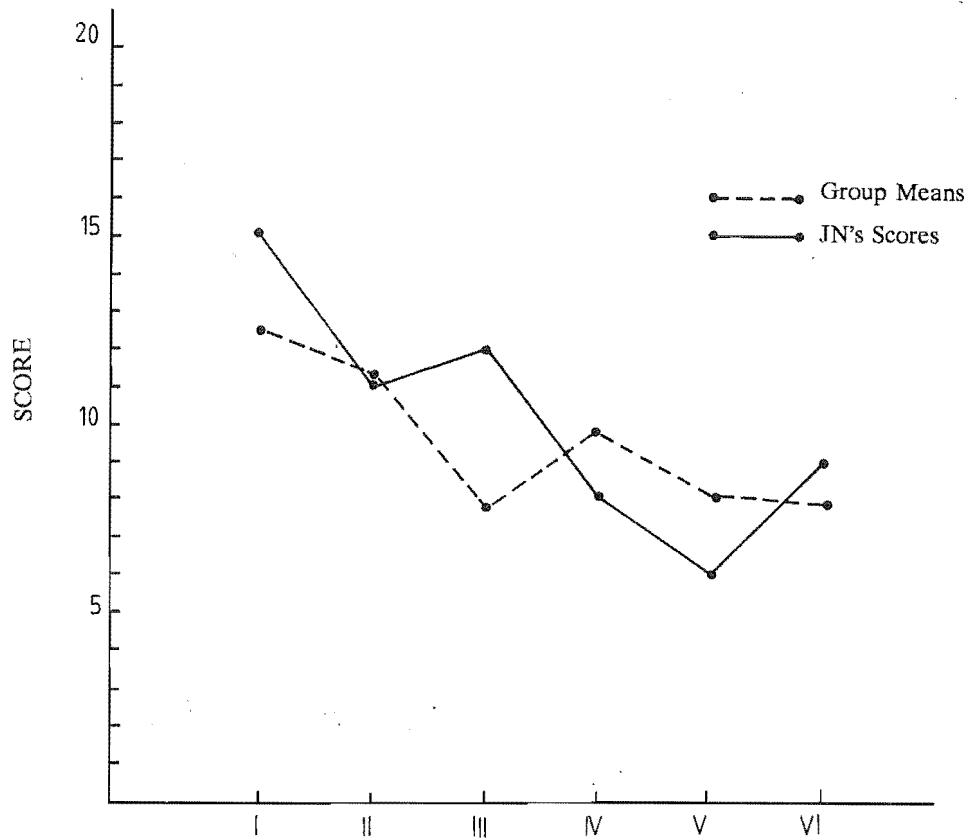


FIG. 20. PIERS-HARRIS PRE-TEST SCORES FOR JN.

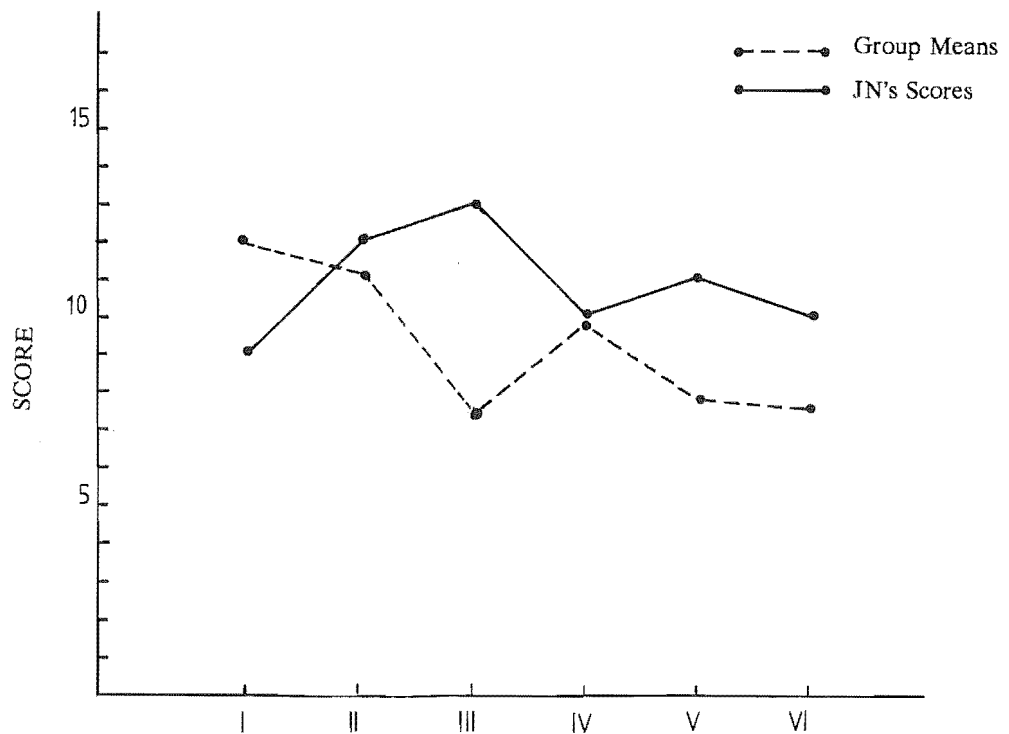


FIG. 21. PIERS-HARRIS POST-TEST SCORES FOR JN.

JN was in the Counselling group at School A and his participation varied considerably. Sometimes he would take part in the discussion enthusiastically and at others he would play with his friends. He was able to give suggestions about how people should contribute to the group but often appeared unable to follow his own advice. On the occasions when he played games with his friends, he was very disruptive.

His first drawing (Fig. 22) was relatively congenial. He is pictured second from left between the TV and his little sister. He has drawn his mother and father (far right) without hands or feet and has also omitted his big sister's feet. Little sister has no hands either but has very solid legs and feet. She is drawn very close to Uncle's truck.

In drawing 2 (Fig. 23), JN has placed his little sister directly in front of Uncle's truck, taken away her feet and has obliterated her face suggesting that there are feelings of tension toward her. In this second drawing, mother has become the dominant person in the family and appears to be moving toward the children. Father looks to be a weaker character and is rather unbalanced as he stands on one foot. Older sister also appears to be more dominant in this drawing and the intense shading on her upper torso suggests that JN has some conflict about this area of her body. According to Burns and Kaufman, the lining across the top of the drawing suggests conflict and the lining across the bottom of the picture (although interrupted in this case by the path from the door) indicates feelings of instability. The enormous sun dominating the right upper quadrant of the picture could be interpreted as a need for love.



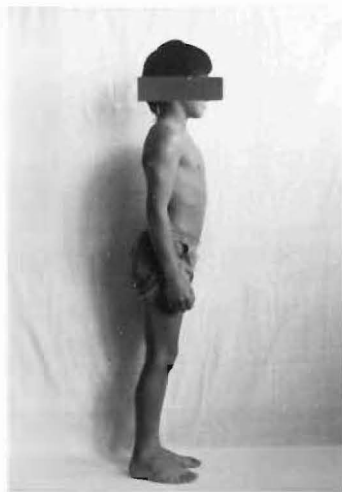
FIG. 22. DRAWING 1 BY JN.



FIG. 23. DRAWING 2 BY JN.

The photographic analysis revealed that his limbs were relatively well developed and in proportion (Fig. 24) indicating that there had been a certain amount of support and nurturing in his life. However, there appears to be some fullness in his chest which suggested to the analyst that he had to take on some sort of responsibility or burden in his life. From the profile view, there was some loss of alignment as he appeared to lean forward with his chest as if "leading with his heart". It's as if "his mother was very ill or something and he had to really take care of her, put his heart out to her and take this burden, being there for his mother."

FIG. 24. PHOTOGRAPHS OF JN.



Child No. 30.

CG., aged 9 yrs 3 mths at pre-test.

CG's results on the WISC-R were ten points below average at pre-test but at post-test he gained twenty-one points to score eleven points above average which is an unusual and significant increase. His scores improved on each of the subtests except for Mazes which remained the same and the biggest increases were on Picture Completion and Block Design.

CG's record card showed that he had achieved average grades in all areas three years previously but a year later received failing grades in all areas. During that year it was discovered that he had a hearing loss and he was referred for a full audiological check. The year following this check, his grades improved to average for Oral Language, Reading and Spelling, but remained below average for Written Language, Writing and Maths. In the year of the study he achieved average grades for Oral Language, Reading, Spelling, Maths, Art and Crafts, and Music, but below average for Written Language, Writing, Social Studies, Nature Studies and Physical Education. On the Piers-Harris Self-Concept Scale, CG scored two SD's above the mean for Anxiety and was within the average range for Physical Appearance and Attributes at pre-test (Fig. 25), but his scores were below average for everything else. Popularity and Happiness were within one SD of the mean, Total Score and Behaviour were within two SD's below the mean whilst Intellectual Status was within three SD's below the mean. At post-test, CG scored average for Anxiety, two SD's below the mean for Total Score, Intellectual Status and Physical Appearance, and three SD's below the mean for Behaviour, Popularity, and Happiness and Satisfaction (Fig. 26). His results for the Parent Rating Scale were average for Attitude to Work and three SD's below the mean for the other three subtests at pre-test. There were no post-test results.

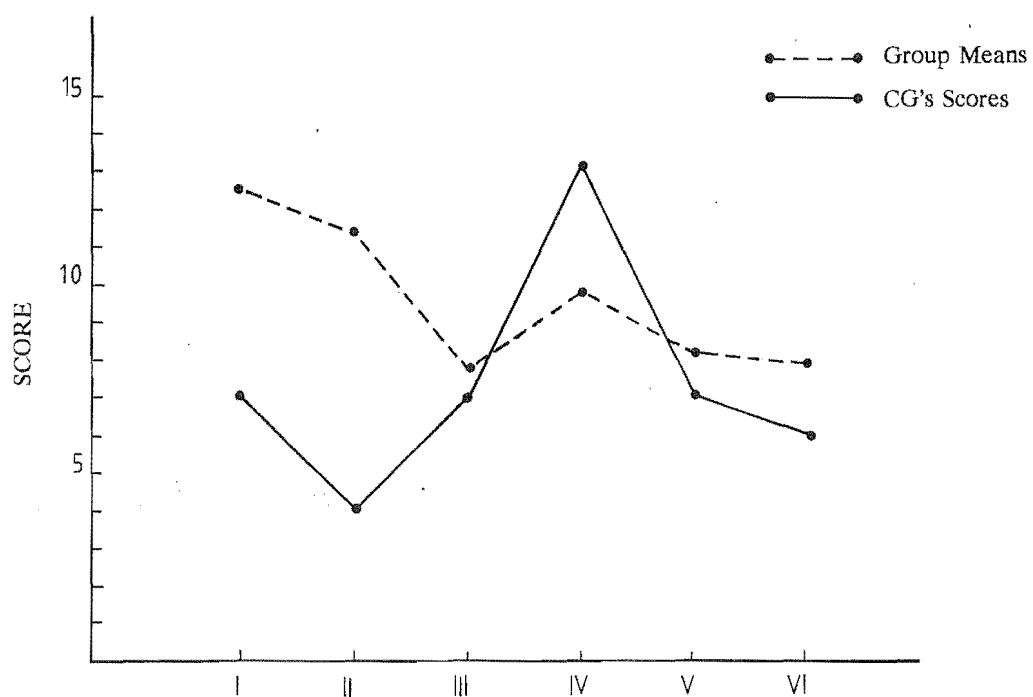


FIG. 25. PIERS-HARRIS PRE-TEST SCORES FOR CG.

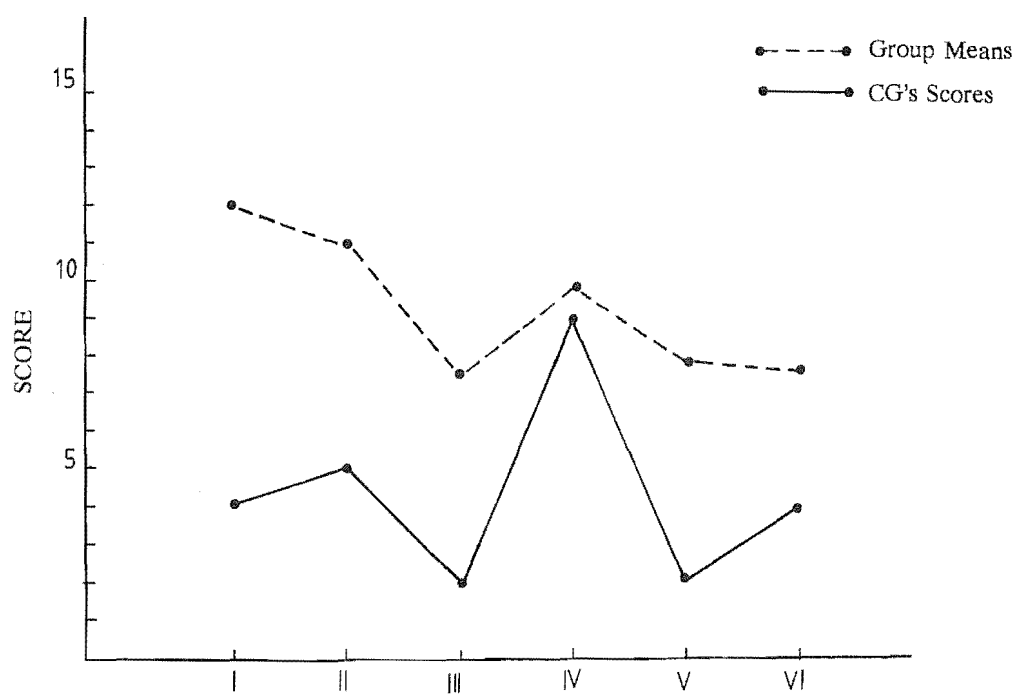


FIG. 26. PIERS-HARRIS POST-TEST SCORES FOR CG.

On the Teacher Rating Scale, CG's results were all two SD's below the mean at pre-test, and with the exception of Personal Adjustment which rose to within one SD of the mean at post-test, the other three results remained at two SD's below the mean.

CG was in the Movement to Music group at School A and was very difficult to engage. He tended to rush everywhere and was non-compliant and non-participatory. He interrupted other children and at various times rushed into the hall next door, out through the toilets and back into the room for the session. He seemed unable to control himself and did not respond when the Therapist tried to set limits. In the fourth session, after several warnings about his severely disruptive behaviour he was sent out of the session. Before the sixth session, CG was seen individually by the Researcher and the discussion centred on him being "boss of his behaviour" rather than the behaviour being in charge of him, and for the next session there was a marked improvement during the initial yoga exercises. However, his behaviour deteriorated drastically again when Free Movement was introduced.

CG's first drawing (Fig. 27) shows him in the centre of his family between his father and his brother. He appears to have no hair or nose but he has in fact, drawn both of these in white crayon. He has given himself an enormous right foot in relation to the rest of his body and all of the family members have very long arms. His younger sister (far right) has a very large right arm and appears to be moving toward him. The crosses on father's feet indicate that this may be an area of conflict for CG as may be father's shaded left hand. Mother's left hand is also shaded and brother does not appear to have a left hand. According to Burns and Kaufman, long necks can be an indication of dependency and in CG's drawing, brother and mother (far left) both have very long necks.



FIG. 27. DRAWING 1 BY CG.

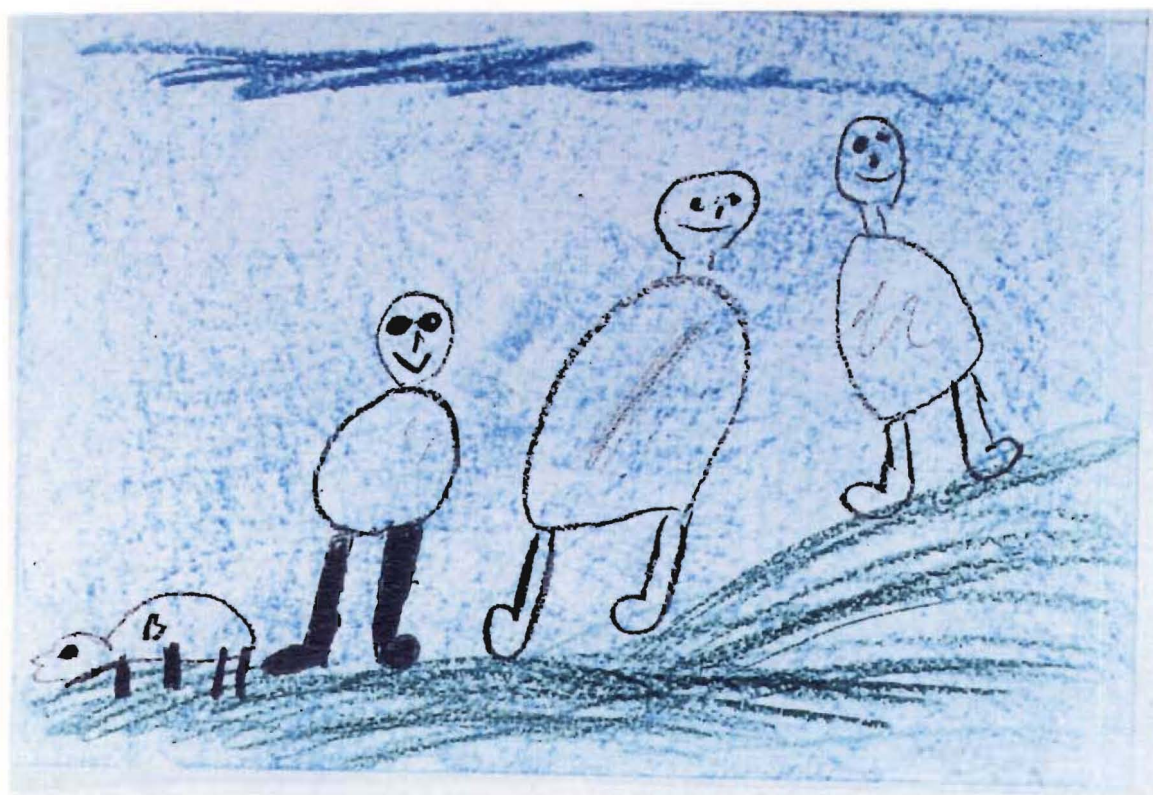


FIG. 28. DRAWING 2 BY CG.

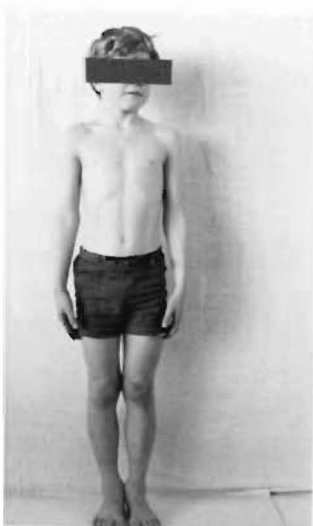
Mother's body is also very long and thin and her feet very tiny which is another indication of dependency. She appears to be touching brother's head with her elbow but it does not seem like a nurturing gesture. It is almost as if she is using brother's head for support. It is interesting to note that CG and brother appear to be wearing garments similar to mother's rather than the shorts that father is wearing. This suggests an identification with mother rather than father.

CG's second drawing (Fig. 28) shows him in the centre, sister is to the left next to the dog, and brother is up the slope to the right. The figures are all leaning (an indication of tension) and have no arms. Sister's eyes and legs are very heavily shaded (another indication of conflict). The lining on the bottom of the picture suggests feelings of instability and the blue lining over top suggests feelings of conflict. It is also interesting to note that both parents are missing from this second drawing. The dog to the left of the picture also has heavily shaded legs and is facing away from the children. It almost looks as if it is cowering with its tail between its legs except that it does not have a tail.

In summary, this second picture has a number of symbols suggesting areas of conflict and tension and could indicate that life deteriorated for CG in the six months following the drawing of the first picture.

The photographic analysis revealed that CB had good body alignment, but in photo 1 (Fig. 29), there was the suggestion of a certain amount of collapse and deprivation. At the same time his head is pushed forward (no. 4 photo) in the traditional Oral sense (according to the analyst) and his chest is pushed out as if to say "I can be strong, I can pull my head up and I can take care of myself!" For him life did not appear to be frightening, invasive or life-threatening, but it appeared that he did not get the nourishment he needed to grow into a healthy child.

FIG. 29. PHOTOGRAPHS OF CG.



Child No. 31.

PP., aged 10 yrs 6 mths at pre-test.

PP's scores on the WISC-R were average at both pre- and post-test. However, there was a wide variation between his scores on the subtests. For instance, his scores for Picture Completion and Picture Arrangement were well above average whilst his scores for Coding and Mazes (both pencil and paper tests) were well below average. Block Design and Object Assembly were about average.

The School Record Card revealed failing grades (5) consistently for the three years prior to the study for Spelling, Reading and Written Language. He had received below average (4) for Oral Language for three years, and Writing had improved from 5 to 4 over the last two years. In the year of the study, PP received failing grades for Written Language, Reading, Spelling, and Social Studies. He received below average for Oral Language, Writing, Maths, Nature Studies and Music, and average for Art and Crafts and Physical Education. His grades in the domains of behaviour were all failing grades.

In the year prior to the study, PP had been assessed by an educational psychologist and it was found that although he was of average intellectual ability, he was reading at a level about three years below his chronological level and was therefore unable to cope with any academic subjects involving written material. He appeared to be depressed and despairing over his lack of achievement and had virtually given up the struggle to improve.

His record card also revealed that he had a five-year history of failed hearing tests but that his vision was satisfactory.

PP's scores on the Piers-Harris pre-test (Fig. 30) were all below average except for Anxiety which was within one SD above the mean. Total Score, Physical Appearance, Popularity and Happiness were all within one SD below the mean whilst Behaviour and Intellectual and School Status were

within two SD's below the mean. At post-test (Fig. 31), Intellectual and School Status had dropped to within three SD's below the mean, Total Score, Behaviour, and Physical Appearance were within one SD below the mean, Anxiety and Popularity had both reverted to a mean score whilst Happiness and Satisfaction was now within one SD above the mean.

On the Parent Rating Scale, PP's scores were below average except for Personal Adjustment which was within one SD above the mean at pre-test and at post-test, all were below average.

On the Teacher Rating Scale, PP's scores were all below average both at pre- and post-test, although there was some improvement in the latter.

His scores on the Classroom Observation of on-task behaviour were above average both at pre- and post-test.

PP was in the Movement to Music group at School A and was very non-compliant. In the first session he threw cushions around the room and did different exercises from the ones the Therapist was demonstrating. He seemed "unable" to join in with the rest of the group. Throughout the remaining sessions, he was not the most disruptive child in the group but he tended to retaliate when others misbehaved and joined in with the commotions they caused.

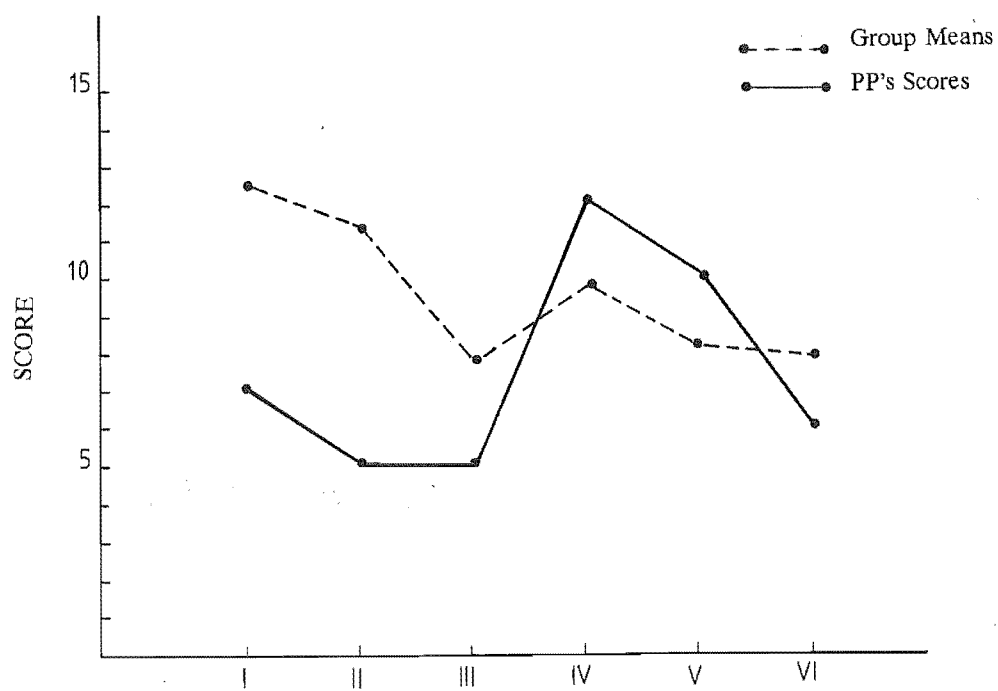


FIG. 30. PIERS-HARRIS PRE-TEST SCORES FOR PP.

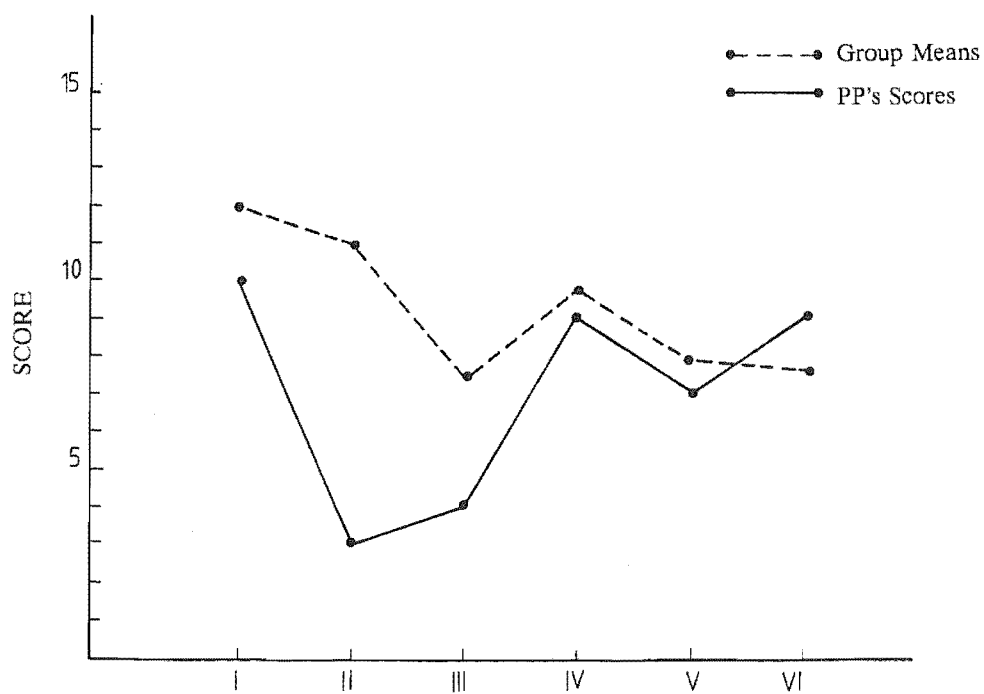


FIG. 31. PIERS-HARRIS POST-TEST SCORES FOR PP.

PP's drawings reveal quite a degree of disturbance both at pre- and post-test. In drawing 1 (Fig.32), he has drawn himself leaning on his mother and has omitted his hands. His first attempt to draw his legs resulted in very short rather stumpy legs and he has gone over these to produce longer, more spindly limbs. However, the end result has produced almost genital-like structures between his legs.

The drawing of his mother is heavily shaded around the genital region indicating that this is an area of conflict for him. He has also lightly shaded her breast area and has virtually obliterated her face. In contrast to his own feet, mother's are large and specific in detail.

PP's second drawing (Fig. 33) produced an almost alien-like mother with antennae on her head and an enormous, distorted left hand reaching toward him. Her face has quite a sinister appearance with its vacant right eye and narrow slit-like left eye. Again her breast area is emphasized with the hint of a cleavage above the orange design. Her feet are disproportionately large as are both of her arms.

PP appears to be leaning away from mother and he looks as though he is losing balance. His right foot turns inward away from her and his right arm is drawn in toward his body. His left arm stretches out to the side away from her as if reaching for something out of the picture. His facial expression, whilst smiling, is not friendly. There is the suggestion of teeth in his mouth and the yellow pupils and the angle of his eyes give an almost frantic and angry expression to his face.



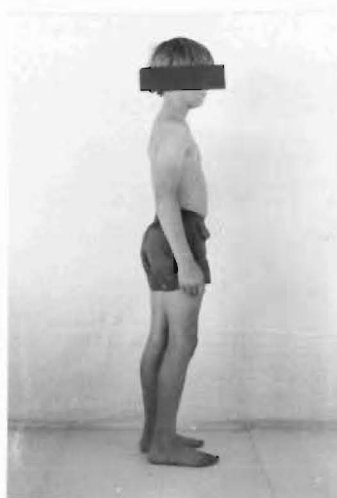
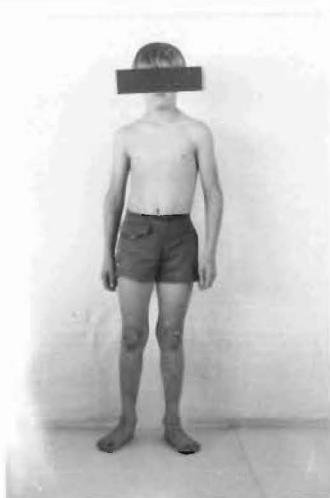
FIG. 32. DRAWING 1 BY PP.



FIG. 33. DRAWING 2 BY PP.

The body analyst noted that PP appears to "live" in the left side of his body. His left leg is stiffer and the weight is shifted over to the left side (Fig. 34). She wondered what is in the right side? Are there very strong urges that are aggressive or violent and if he shifts into the right side of his body, would he be in the rage and aggression and be unable to cope with it? She wondered also if he was beaten when he resisted as a young child and then had to curtail his anger, to keep all the negativity inside. There is some deprivation indicated by the slight underdevelopment there, and also in the shoulders. She commented that when there is such a dramatic shift in the body (away from one side) there has usually been something very life-threatening for the person. The lack of proportion and lack of balance indicate that this individual "lost out" in his development and is unable to function in a natural, healthy way.

FIG. 34. PHOTOGRAPHS OF PP.



Child No. 41.

DL., aged 7 yrs 4 mths at pre-test.

DL scored 22 points below the mean on the full scale WISC-R at pre-test. He was just below average for Picture Completion, Object Assembly and Mazes, and average for Block Design but he achieved close to the minimum scores for Picture Arrangement and Coding. At the post-test, his overall score improved to 19 below the mean and the scores for Picture Arrangement, Object Assembly and Mazes all improved to average. Coding improved by one scale point, whilst Picture Completion dropped two scale points and Block Design dropped one scale point.

DL's scores on the Piers-Harris were all above average at pre-test (Fig. 35) except for Popularity which was average. The Total Score, Behaviour, Anxiety and Happiness were all within one SD of the mean whilst Intellectual and School Status and Physical Appearance were within two SD's of the mean. At post-test (Fig. 36) Behaviour dropped to one SD below the mean whilst all of the other cluster scores were within one SD above the mean.

There were no results for the Parent Rating Scale for the questionnaire was not returned on either occasion.

For the Teacher Rating Scale, DL's scores were all below average both at pre- and post-test.

For the Classroom Observation he scored one SD above the mean at pretest and one SD below the mean at post-test.

DL's School Record card indicated that in 1985 he scored average for all subjects except Written Language and Writing which were below average. His level of Stability, Independence and Perseverance were also below average whilst Cooperation was average. He had passed hearing and vision tests but his height and weight were very borderline. (He was at the tenth percentile for height and was less than the third percentile for weight.)

DL was in the Control group at School B.

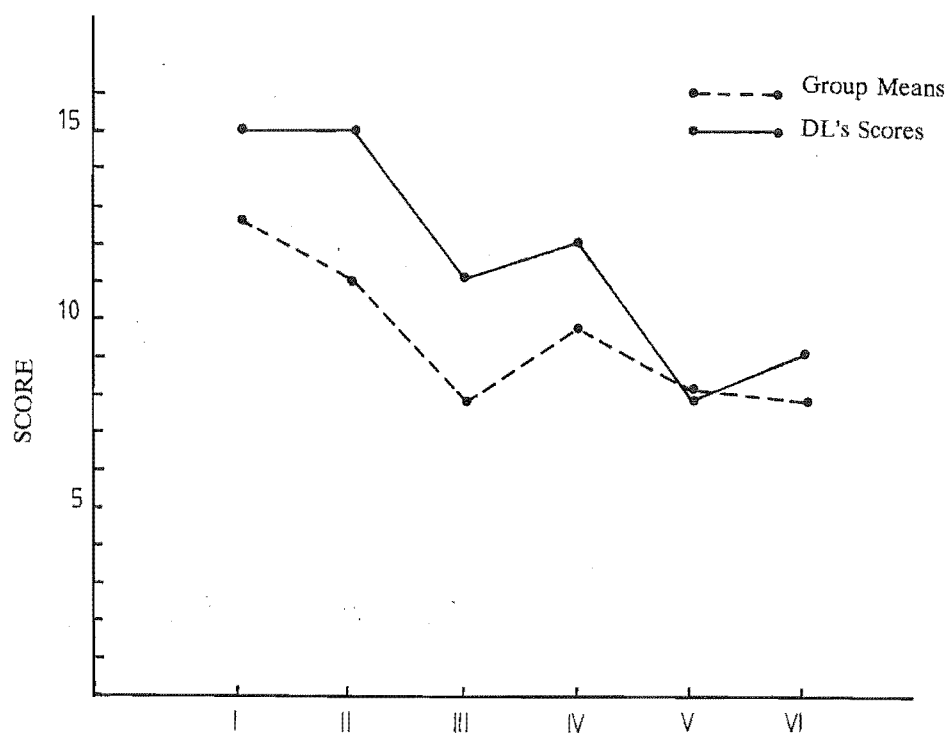


FIG. 35. PIERS-HARRIS PRE-TEST SCORES FOR DL.

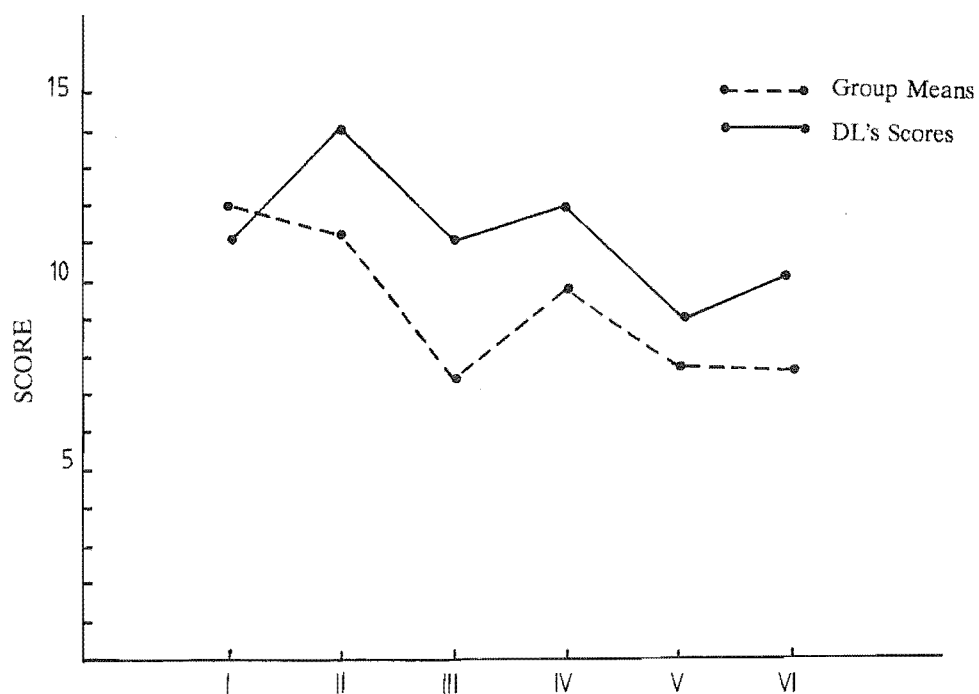


FIG. 36. PIERS-HARRIS POST-TEST SCORES FOR DL.

Both of DL's drawings only included himself. He was actually living with his mother, brother and sister, but he has excluded them from the drawings. Drawing 1 (Fig.37) shows him encapsulated in his house. There is a lot of heavy shading which almost masks the lower half of his body. His arms are held very close to his body and he has no hands. His legs are very thin and spindly and do not look strong enough to support him.

DL has used lining at the top of the picture (an indication of conflict, as is the heavy shading) and he has almost lined the bottom of the page as well, indicating a tendency toward feelings of instability. According to Burns and Kaufman, flowers in a picture indicate feelings of Need for Love and DL has drawn some close to his house.

DL's second picture (Fig. 38) shows him outside the house behind a high fence. This figure is drawn more immaturely and it has some rather grim looking teeth showing. The sun in the upper left corner is much larger this time and radiating above him indicating a need for love. The house is central to the picture but has a black cross shape around the door and crosses in the windows indicating that this is an area of conflict for DL. Once more he has lined the bottom and top of the picture emphasizing the feelings of conflict and instability.



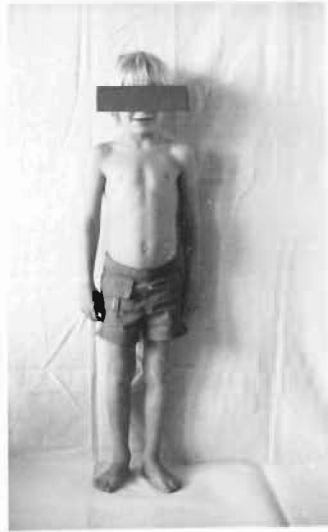
FIG. 37. DRAWING 1 BY DL.



FIG. 38. DRAWING 2 BY DL.

Analysis of his photographs produced the following comments. "He's been so deprived. It's heart-wrenching even just to look at him and in looking at his eyes...can you see the fear? That's life-threatening fear. ...It's almost as if he is trying to grow up as fast as he can. He's just trying to get as tall and as big as he can so that maybe he could take care of himself. Definitely had to stand up much sooner than his body was ready to. Tremendous lack of support. This position in the back...see how the arms are so close. Look at that diamond...it comes from a lot of deprivation in the chest and the shoulders coming around. ...My fantasy is that he would be a very sweet little boy, that would be trying very hard to be liked because he's really very frightened inside and has had some terrible life experiences that someone his age should never have had." (Fig. 39).

FIG. 39. PHOTOGRAPHS OF **DL**.



Child No. 45.

AN., aged 9 yrs 2 mths at pre-test.

AN scored eight points below the mean on the Full Score for the WISC-R at pretest. His results for Picture Arrangement, Block Design and Object Assembly were all average but his scores for Picture Completion and Coding were well below average (the latter close to the minimum). In contrast, his score for Mazes was close to the maximum.

At post-test his full scale score had dropped to almost nineteen points below the mean. His scores for Picture Arrangement and Object Assembly had risen above average whilst all of the other scores had dropped to below average. Coding was even lower than previously.

All of the grades on AN's record card were failing grades both academically and behaviourally. There was no indication of medical or health problems and the only comment was that he lacked confidence.

AN was in the Counselling group at School B and was extremely disruptive. In the first session he announced that he was bored and did his best to sabotage proceedings by playing marbles very noisily. In the next three sessions he participated to a degree but would say things which would spark a scornful reaction from other children. At times he would move away from the group to other parts of the room and disrupt things from there and was doing this in session eight when he began to talk about a little sister who had died. Acknowledgement from the therapist about how much that hurt him brought him back into the circle but when the discussion moved away from him he withdrew again. During the final session after two other particularly aggressive children had gone back to their classrooms, he entered into the discussion in a much more constructive way.

In most respects, these sessions were not the right way for him to air his feelings. He really needed to be talking to someone in individual sessions.

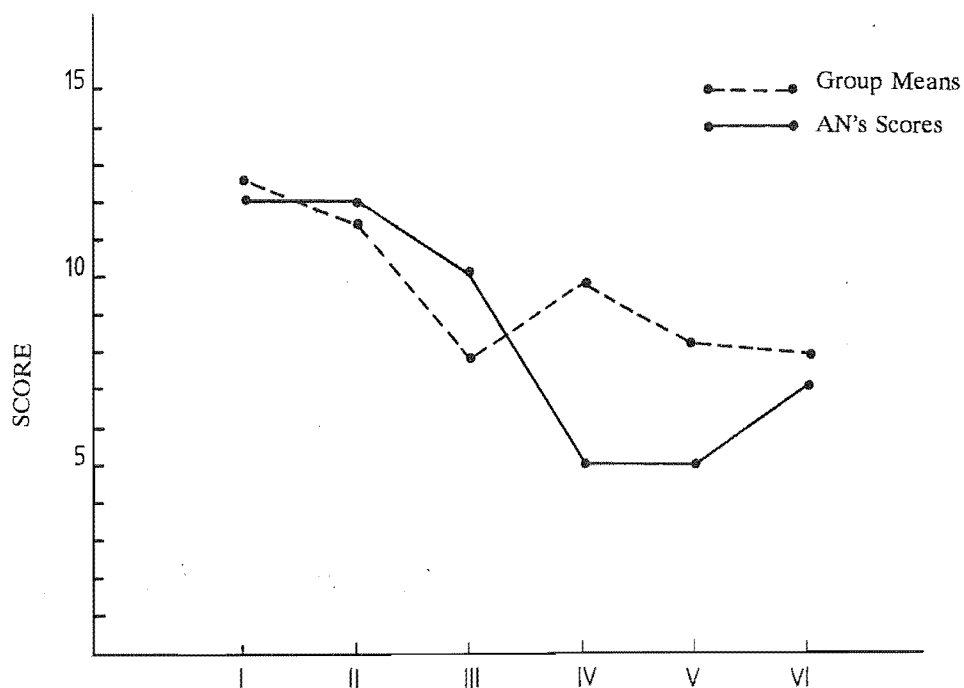


FIG. 40. PIERS-HARRIS PRE-TEST SCORES FOR AN.

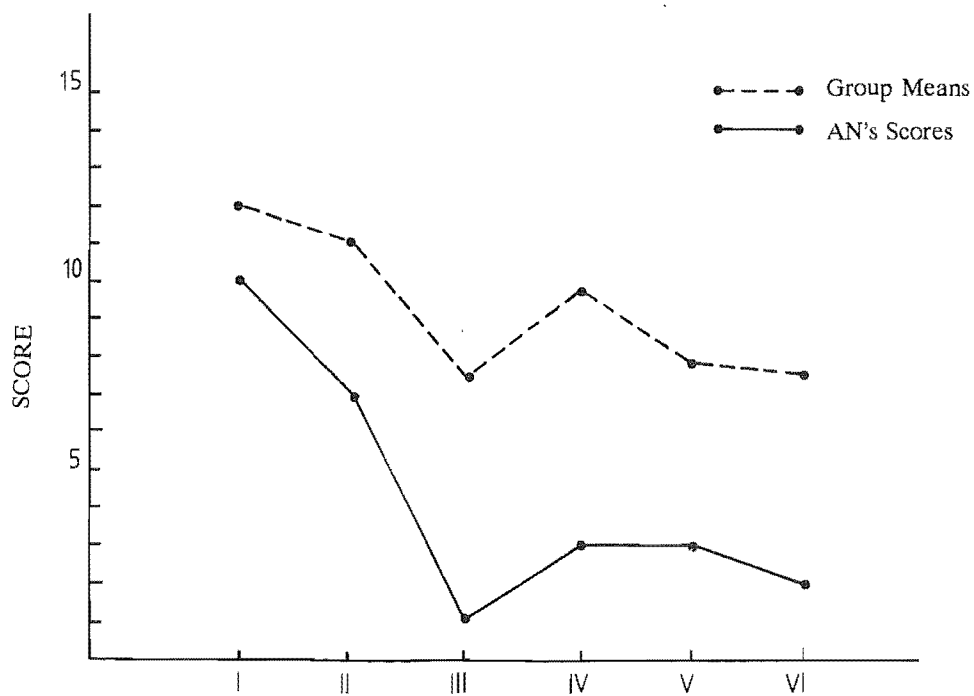


FIG. 41. PIERS-HARRIS POST-TEST SCORES FOR AN.

On the Piers-Harris, AN achieved an average score for Behaviour and Happiness at pre-test (Fig. 40) and was below average for Total Score, Anxiety and Popularity. His scores for Intellectual and School Status and Physical Appearance were above average but within one SD of the mean. At post-test (Fig. 41) all of the Piers-Harris scores were below average. Behaviour and Intellectual and School Status were within one SD of the mean, Total Score, Physical Appearance, Anxiety and Popularity were within two SD's of the mean and Happiness was within three SD's below the mean.

There were no results for Parent Rating Scale and on the Teacher Rating Scale, AG was below average for Personal Adjustment and Total Score, average for Attitude to Work and above average for Social Relationships at pre-test. However, at post-test he had fallen to average for Social Relationships, two SD's below the mean for Personal Adjustment, and three SD's below the mean for Attitude to Work and Personal Adjustment. His scores for Classroom Observation were two SD's above the mean at pre-test and one SD above the mean at post-test.

Whereas the majority of children in the study portrayed very little action in their drawings, AN's first drawing is full of detail and action (Fig.42). He is the orange figure at the bottom right of the picture, holding an enormous softball bat with puny arms and hitting a large ball toward his little sister. The figure at the extreme left of the picture is his father who lived with them for two years. His eleven year old stepbrother is encapsulated in the car (an indication of conflict) along with his four year old brother, and mother is standing at the rear end of the car next to the house. The red figure in front of the house is the baby (AN's half-brother). In the sky are a plane going away, a rocket, planes, a helicopter, a cloud shaped like a plane and a cloud shaped like a dinosaur (AN's description). Above it all, he has lined the picture with blue clouds and birds flying high.



FIG. 43. DRAWING 2 BY AN.



FIG. 42. DRAWING 1 BY AN.

There are many indicators of conflict and tension in this drawing including the military planes, the lining across the top of the drawing, the darkly shaded father, the encapsulated siblings, the softball bat and ball directed at the two year old sister and also the rather lethal looking letter box pointing in the direction of the little sister. AN felt the separation from his father and has depicted this by putting barriers in the forms of the house, his mother, and the car containing siblings between himself and his father. He has also placed his mother on the other side of the house and in a sense has encapsulated himself using the softball bat, letterbox, plane overhead and house to separate himself from everyone else in the family.

In AN's second drawing (Fig. 43) he has encapsulated the whole family in the car. Father is driving and sitting beside him (unseen) are mother and little brother. In the back compartment of the car are AN, four year old brother, stepbrother, and little sister. There is lining on the bottom of the picture suggesting feelings of instability, lining at the top and a heavily shaded house indicating feelings of conflict, and strange looking smoke rising from the house suggesting perhaps a need for love. There was also smoke in drawing 1 plus a sun but they were more typical of smoke drawn by children of this age.

The contrast between the two drawings is quite marked. In drawing 1, AN is independent and active whilst in the second drawing, it is as though he has disappeared. He can no longer be distinguished from the other members of the family and has become more passive.

Analysis of his photographs suggested that he would be mischievous, defiant, and although there was some evidence of deprivation, he also looked angry. According to the analyst, his life has been threatened but he is so angry that as an adult, he would be someone to be very wary of because if he continued in this way he would be out stealing or doing some other criminal act. He's been violated and intruded upon and is resentful. The analyst also commented that he had experienced some support from his family and that is what has given him the inner strength to be so furious. However, his arms are very frail and he's not likely to be able to reach out for what he needs. She also suggested that the anger that AG is projecting out is anger that had been directed toward him somewhere in his life, and because of this, he's likely to become a very invasive adult (Fig. 44).

FIG. 44. PHOTOGRAPHS OF AN.



Child No. 48.

ZE., aged 9 yrs 2 mths at pre-test.

ZE achieved an average score on the WISC-R both at pre- and post-test. However, there was quite a wide variation on the scores for the subtests. For instance he was well above average for Picture Completion, Picture Arrangement, Object Assembly and Mazes but below average for Block Design and Coding. At post-test he was above average for Picture Completion, Picture Arrangement, and Object Assembly, average for Block Design and below average for Coding and Mazes.

His school record card showed that he had scored below average in almost all academic subjects for the previous three years and in the year of the study. However, he was average for Stability, Cooperation, Independence and Perseverance. There were no indications on his card of health problems.

On the Piers-Harris, ZE rated himself average for Behaviour, Popularity and Happiness and Satisfaction and below average but within one SD of the mean for Total Score, Intellectual and School Status, Physical Appearance, and Anxiety at pre-test (Fig.45). At post-test he rated himself just below average for Popularity but above average and within one SD of the mean for Total Score, Behaviour, Intellectual and School Status, Physical Appearance, and Anxiety. He rated his Happiness and Satisfaction at two SD's above the mean (Fig.46).

The results for this scale indicate that during the time between pre- and post-test, ZE's self-esteem rose quite significantly and his level of anxiety decreased.

ZE's scores for the Parent Rating Scale were below average and within two SD's of the mean for Personal Attitude, average for Social Relationships, above average and within two SD's of the mean for Attitude to Work, and below average but within one SD of the mean for Total Score.

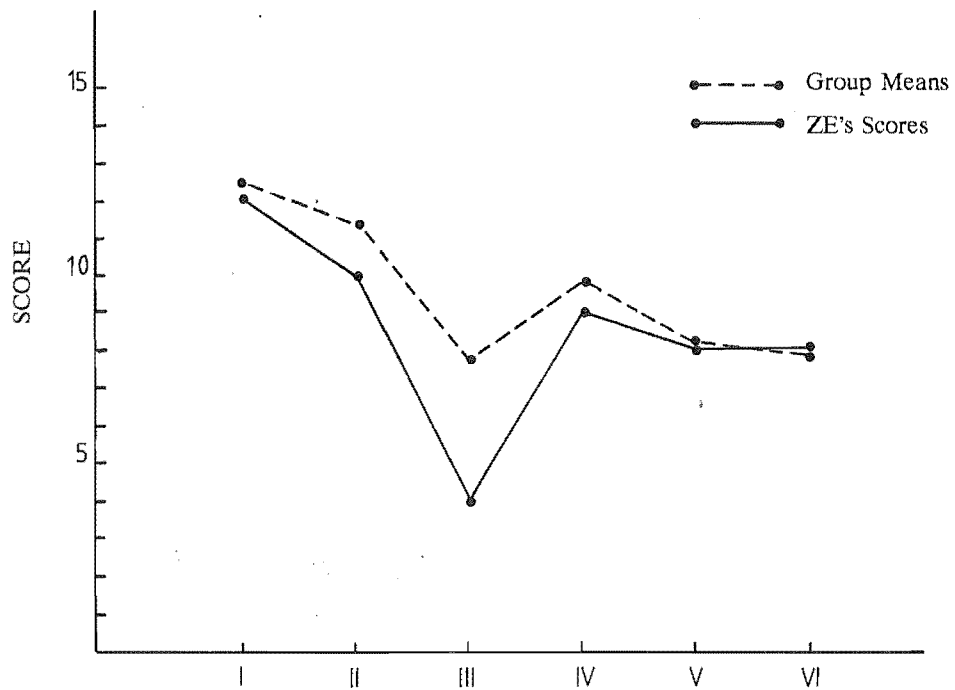


FIG. 45. PIERS-HARRIS PRE-TEST SCORES FOR ZE.

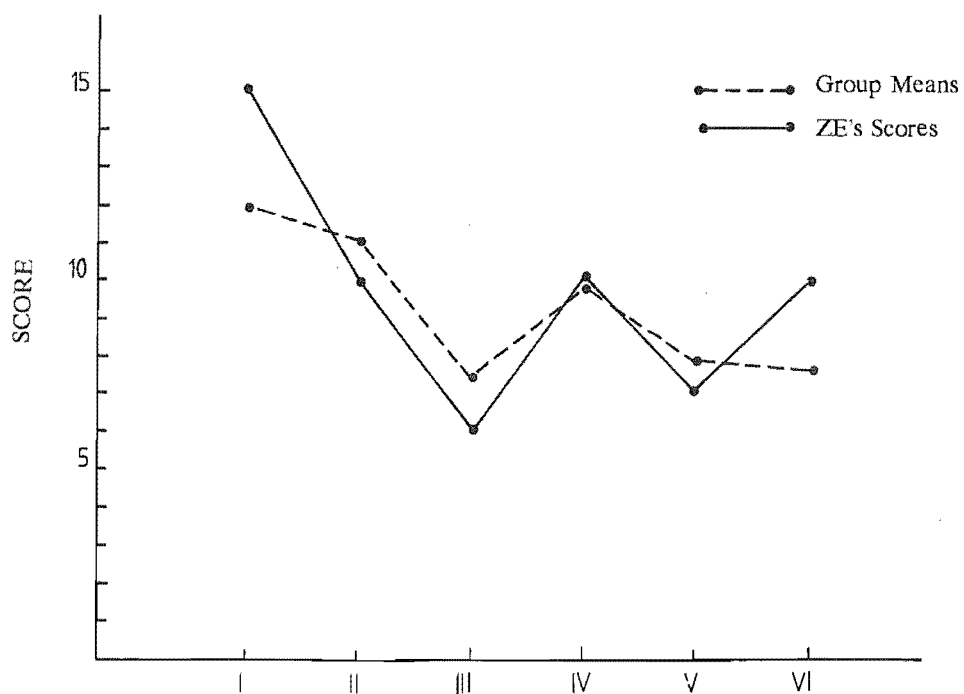


FIG. 46. PIERS-HARRIS POST-TEST SCORES FOR ZE.

On the Teacher Rating Scale, ZE's scores at pretest were average for Personal Attitude, just above average for Total Score, and above average but within one SD of the mean for Social Relationships and Attitude to Work. At post-test, he was above average and within one SD of the mean for Personal Attitude, Social Relationships and Total Score and two SD's above the mean for Attitude to Work.

The results for this scale indicate that there was also an improvement in ZE's attitude and behaviour in the classroom during the period between pre- and post-test. This is reflected in the results for the Classroom Observation for at pre-test he scored below average for on-task behaviour and at post-test he was just above average for this domain.

ZE was a member of the Movement to Music group at School B and was a quiet, cooperative, fully involved participant for most of the time. In session five he was drawn to the "leader" of the group who was not cooperating that day and became involved in discussions with that child and another. The two "following" boys found it very difficult to ignore "leader". During the rest of the sessions, ZE attempted new movements, explored different ideas and appeared to be fully involved in the sessions. He was also willing to be the leader for short times during "Follow the Leader".

ZE's drawings were very stark. In drawing 1 (Fig. 47), he is the figure to the extreme left of the picture, next to Father. He has no hands or feet and is not much bigger than his younger sister who was actually six years younger than him. Father is the only complete figure in the drawing and mother and sister are virtually stick figures.

In drawing 2 (Fig. 48), ZE is second from the left between his little sister and father. All of the people are stick figures this time and Burns and Kaufman say that this is a defence.

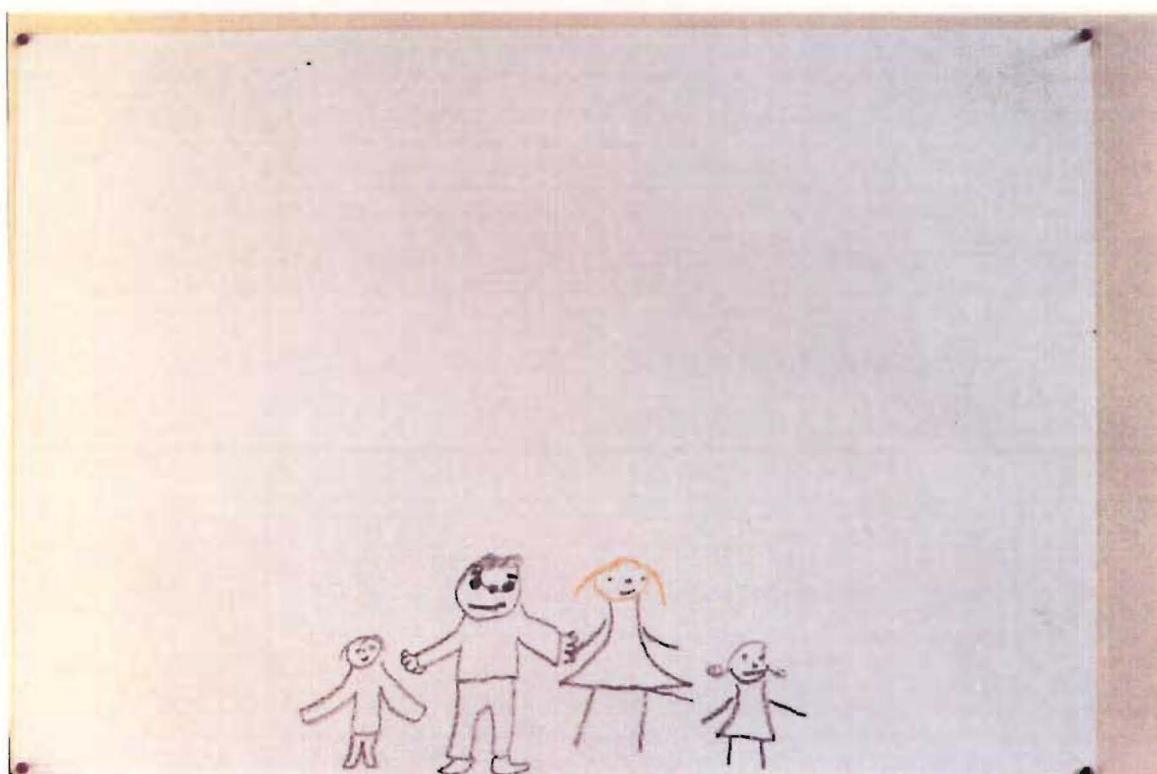


FIG. 47. DRAWING 1 BY ZE.

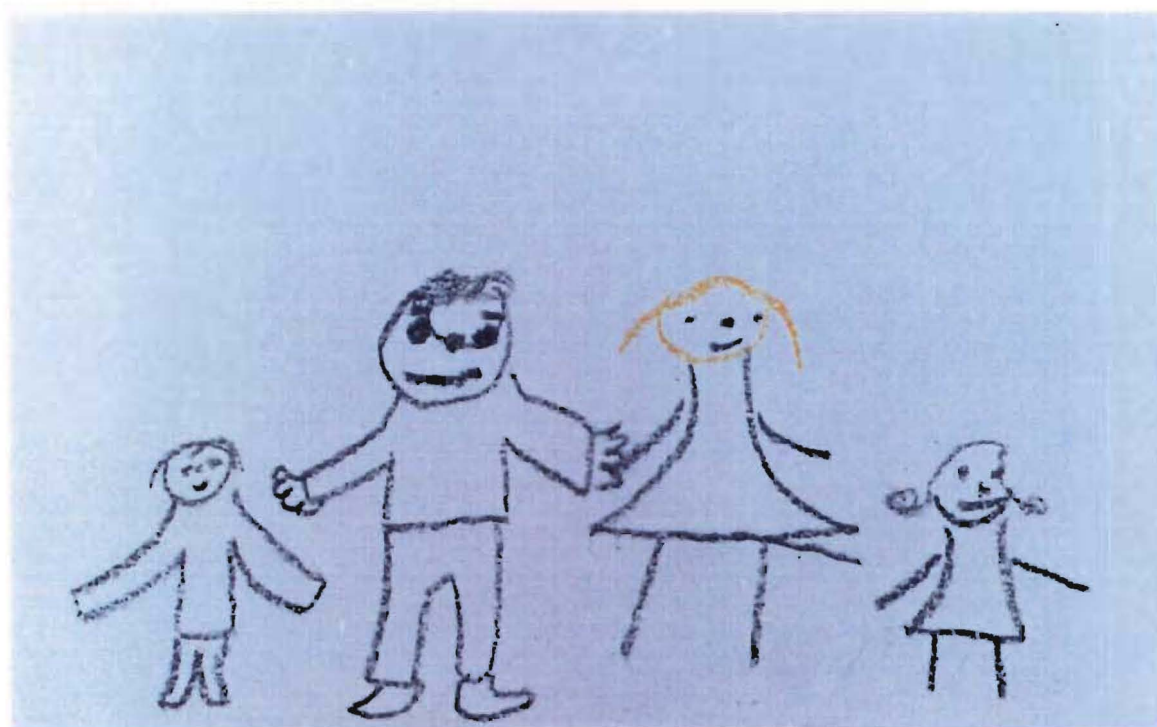


FIG. 47a. ENLARGEMENT OF DRAWING 1 BY ZE.

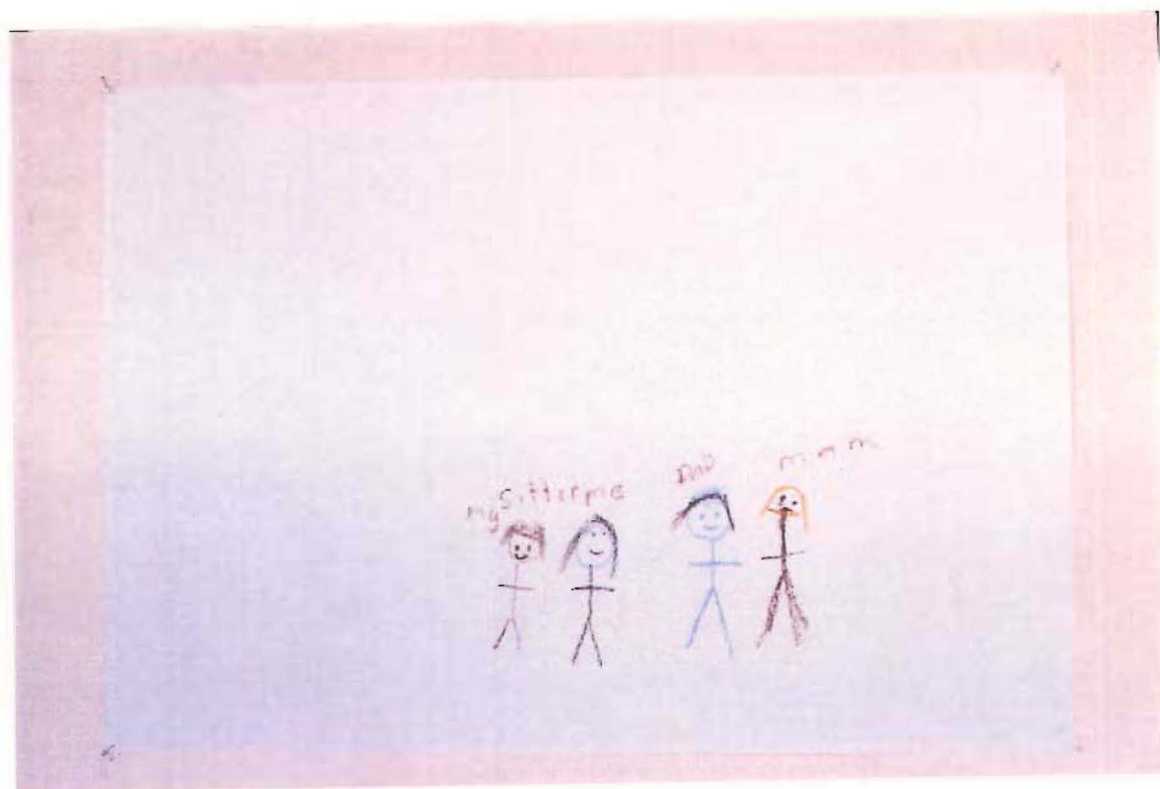


FIG. 48. DRAWING 2 BY ZE.

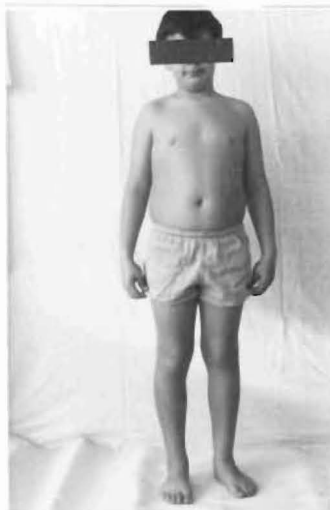


FIG. 48a. ENLARGEMENT OF DRAWING 2 BY ZE.

In the second picture ZE looks more powerful than in the previous picture and his blue head perhaps indicates an indication of identification with his father. In this picture Mother looks sad and pitiful and is crudely drawn compared with the other figures. Her neck is much longer (Dependency?) and the bottom half of her face has been omitted. None of the figures have noses although there is the faint suggestion of one between Father's eyes.

The analysis of his photographs suggested that ZE had been quite repressed. Examination of his torso (Fig. 49) revealed a configuration around his midriff which looked as if someone had "squelched" him down. It almost looks as though his shoulders and pelvis have been squeezed together, compressing his body. There appears to have been too much control so that ZE has not been able to express himself. An example of what may have happened, according to the analyst, would be - "your mother gives you this gourmet meal and says 'You eat it, every bit of it, because I love you and I made it especially for you'. And he would think 'Oh God!' and have to keep stuffing it in." Or there could have been the kind of invasion of privacy where he would go to the toilet and everybody in the house would be told what he did and how much he did. Looking at his body over all, the length and build of his legs in relation to his body, give the impression that he should be taller. It's as though, according to the analyst, he has been deprived of his integrity, deprived of the opportunity to grow, and his privacy has been invaded.

FIG. 49. PHOTOGRAPHS OF ZE.



Child No. 67

PE., aged 9 yrs 4 mths at pre-test.

PE scored at the average level overall on the WISC-R at pre-test but for Picture Completion, Object Assembly, Coding and Mazes was below average and within one SD of the mean. Block Design was above average and within one SD of the mean whilst Picture Arrangement was above average and within two SD's of the mean.

His school record card included a mixture of average and below average grades throughout the three years for which there were results. In the year of the study PE was average in Oral Language, Spelling, Mathematics, Art and Craft and Physical Education. However, in Written Language, Reading, Writing, Social Studies, Nature Study and Music, he was below average. He was also below average for Stability, Cooperation and Perseverance but average for Independence.

There were no indications of health problems but there was a note to say that he had experienced four changes of school and had difficulty settling in.

On the Piers-Harris, PE was above average for all scores at pre- and post-test. In the pre-test (Fig. 50), he was within three SD's above the mean for the Total Score, two SD's above the mean for Physical Appearance, Anxiety and Popularity, and one SD above the mean for Behaviour, Intellectual and School Status, and Happiness and Satisfaction.

At post-test (Fig. 51) he scored within two SD's above the mean for all clusters except Behaviour, and Happiness and Satisfaction which were both within one SD above the mean.

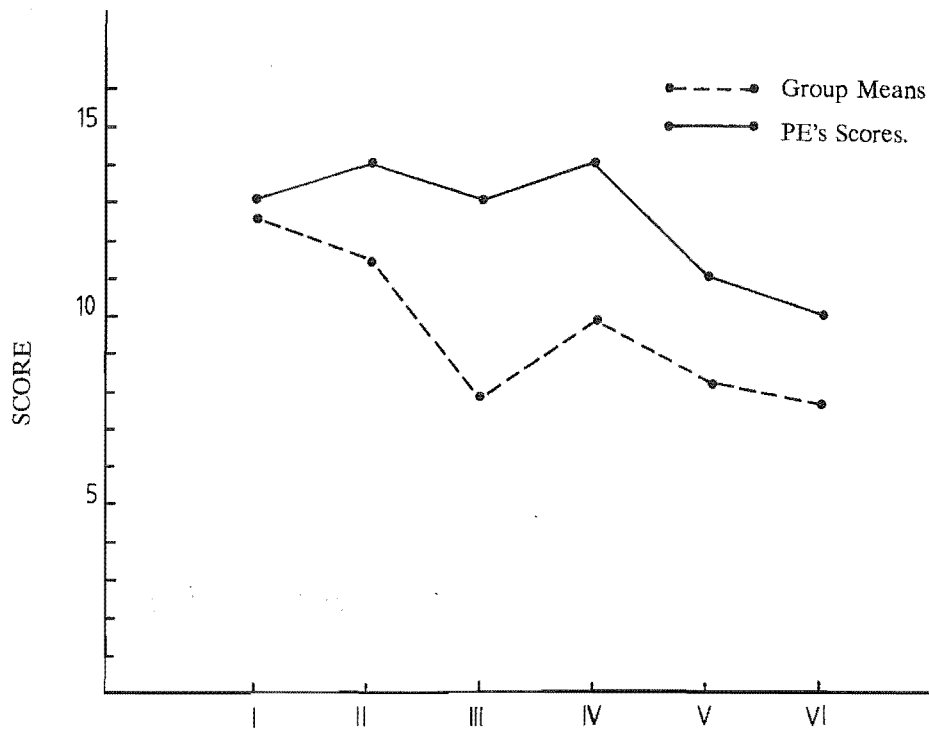


FIG. 50. PIERS-HARRIS PRE-TEST SCORES FOR PE.

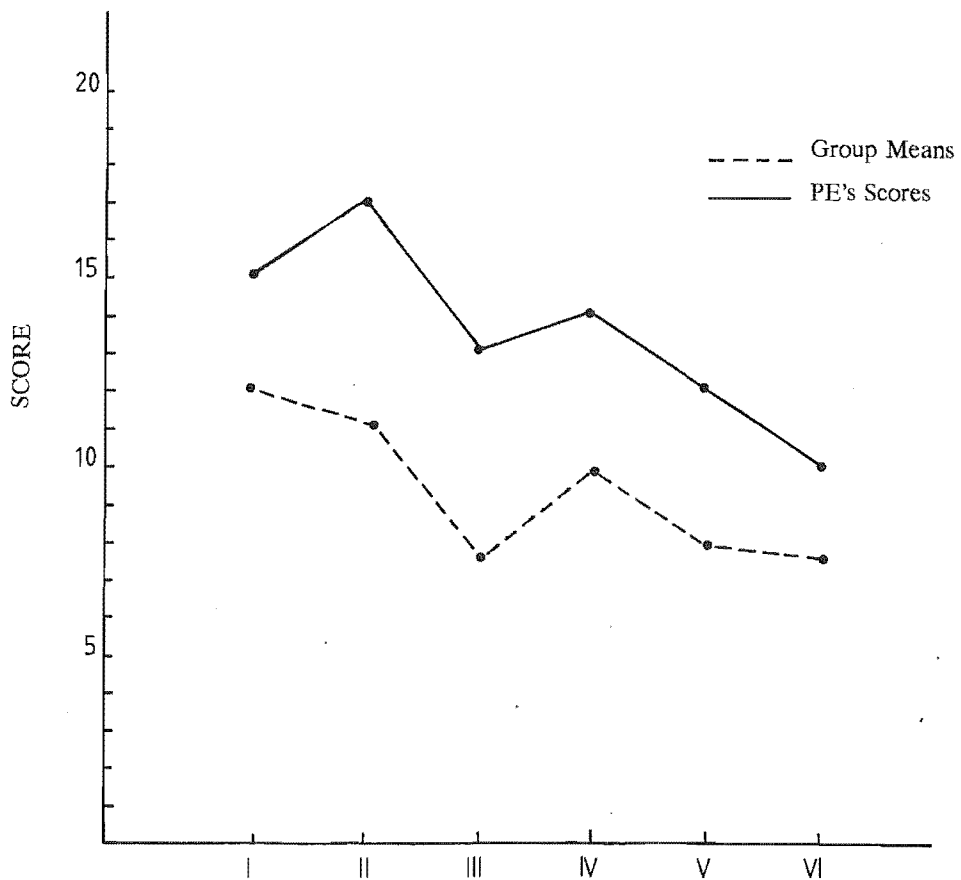


FIG. 51. PIERS-HARRIS POST-TEST SCORES FOR PE.

The Parent Rating Scales were not returned so there were no results for these.

On the Teacher Rating Scale pre-test he was below average and within one SD of the mean for Personal Attitude, Social Relationships and Total Score, and average for Attitude to Work. At post-test PE scored within one SD above the mean for Personal Attitude, Attitude to Work and Total Score but one SD below the mean for Social Relationships. It appears from these results that apart from Social Relationships, there was an improvement in PE's behaviour during the time of the study. This conclusion is supported by the scores for the Classroom Observation of On-task Behaviour. At pre-test he was below average but within one SD of the mean and at post-test he was above average but within one SD of the mean.

PE was a member of the Movement to Music group at School B and quickly established himself as the "leader". He had a strong personality and was extremely independent. He also enjoyed teasing and distracting other children in the group, and at times could be cruel toward the smallest children. However, when he was in the mood, he loved to dance and would perform gracefully and imaginatively. He reflected the music in his movements very beautifully and particularly enjoyed it when Therapist or Researcher mirrored his movement. Unfortunately, he was so charismatic to some of the other children that it was easy for him to lure them away from the tasks and into mischief. This happened particularly in Session 5. The grades on his record card, particularly for Music and Independence, do not match with the results he achieved in Movement to Music. In this setting he was very independent and at times too much so, and he also appeared to be very musical.



FIG. 52. DRAWING 1 BY PE.



FIG. 53. DRAWING 2 BY PE.

PE's drawings both indicate feelings of depression. In the first one (Fig. 52), he is the figure at the extreme left next to his sister who though taller in this drawing, was actually three years younger than he was. The crosses in the windows and door of the home indicate feelings of conflict in relation to the home and the enormous rain drops indicate his feelings of depression. Very few children in the study included water in their pictures, but PE has done so on both occasions. (The stick figures, as mentioned previously, are usually a sign of defense, and ideally the child should be asked to redraw the picture without using stick figures. In this study, this process did not occur and perhaps the drawings should have been excluded from the analysis. However the fact that a child would need to use such a defense mechanism in a task like this is significant and important and therefore relevant to this study.) PE's second drawing (Fig. 53) shows him lounging in a chair watching TV whilst his one year old baby brother (omitted from the first picture) crawls around the floor. PE commented that the TV is up on a chair out of baby's way.

There is a ladder at the left of the house which, according to Burns and Kaufman, indicates tension and this is supported by the zigzag lightning outside the house. There is smoke coming from the chimney but it has been done in white crayon so is barely visible. However, there is a raging fire in the fireplace indicating perhaps a need for love.

The fact that baby was omitted from the first drawing indicates that there is some conflict here for PE and this may be borne out by this second drawing in which baby is depicted crawling toward the fire. It is also interesting to note that PE has encapsulated (an indication of conflict) himself in the house, but has perhaps, also encapsulated one of the sources of his conflict, i.e., baby, with him.

Analysis of PE's photographs produced an immediate comment "this poor young boy has been hit in the back of the head terribly, violently!" He's been frightened, invaded and deprived. His shoulders are so far forward that

his chest has collapsed (Fig. 54). It has not been nurtured. There was some initial support and nurture but it looks as though some kind of life-threatening situation arose after the age of about two. The problem for him is that his legs are strong and powerful, although there is some distortion on the left side, which means, according to the analyst, that he will get conflicting messages from his body - one of power and one of deprivation. His arms do not have the same power and are therefore not able to help him much. The analyst considered that for such a degree of collapse to occur in the chest, in the area of the heart, the pain in his life would have been caused by someone very close to him. She suggested that the deprivation could have occurred as the result of the death of his mother, or something like physical abuse by a parent.

Given the analyst's comments about PE's photographs, and considering the nature of his drawings, it is probable that the very high scores on the Piers-Harris Self-Concept Scale are a denial of the true feelings that he is experiencing deep down.

FIG. 54. PHOTOGRAPHS OF **PE**.



CHAPTER SIX

DISCUSSION

The results obtained in the current study indicated that none of the treatments used were effective in producing changes in attitude, behaviour or performance in the children who participated. In fact, in two of the treatment groups - Movement to Music at School A and Counselling at School B, the behaviour and attitude of some of the children in the groups appeared to deteriorate as the programmes continued. However, other groups, although not producing statistically significant changes overall, appeared to engage the children more successfully than the two groups mentioned above. It would therefore be appropriate to examine all of the groups to determine what factors appeared to contribute to success or lack of success.

A. COMPARISON OF ART GROUPS

As mentioned previously, the groups at School A had a wider age range than at School B which meant that at pre-test, School A had children as young as seven years mixing with children of thirteen years compared with an age range of five years eight months to eleven years at School B. In the Art groups this did not appear to matter for whatever their age, the children appeared to enjoy the activities at both schools. In both cases, the groups took place in classrooms which were not being used for general class work, but were equipped with desks and chairs. This meant that the settings were familiar and the activities were similar to those normally included in school art and craft programmes. There were occasions when particular children were disgruntled or unsettled, but overall, these groups functioned well with respect to full participation by the children. These groups were not intended to be therapy groups so there was no deliberate attempt to have the

children talk about their feelings or what was happening in their lives. However, at both schools, many of the children chatted quite freely while working and discussed events that were affecting them. The Therapist and Researcher took part in the discussions but did not direct them in any way other than to keep reasonable limits. In general, the children expressed pleasure in these activities and were keen to attend. In each group, there was one child who preferred to make decisions about what to do and how to do it, and each group included a particularly quiet child lacking in confidence, but each of these individuals participated without disrupting the group as a whole.

B. COMPARISON OF COUNSELLING GROUPS

The Counselling groups occurred in the same classrooms as the Art groups and although the first sessions took place with the groups seated on cushions on the floor, the children chose to sit in chairs for later sessions. This was not a good idea for the floors were not carpeted and when the children were restless, they took advantage of this fact to bang and scrape their chairs. The group at School A included a boy who was in a wheelchair and in the early sessions, the other children lifted him out onto a cushion on the floor. When he became uncomfortable they decided that it would be better if they all sat in chairs so that he could remain in his wheelchair. The chairs were the usual school issue with hard wooden seats and they were placed in a circle without desks. Although this brought the children in closer proximity, the seats became quite uncomfortable by the end of the session which meant the children were more inclined to wriggle and scrape.

In the Counselling group at School A, the wide age range proved to be a problem for several reasons. Firstly, the younger children were not always interested in, or able to understand, what the older children wanted to discuss. Secondly, the youngest boy in this group had a real aversion to sitting next to girls and became quite upset if required to do so. At the other extreme, the eldest children were very aware of the opposite sex and were

wanting to be close and to attract attention. Thirdly, between these two extremes were two very quiet girls who tended to speak only when spoken to, and three boys who much preferred to play games. This mixture proved to be a difficult one and it was not easy to find something that they all wanted to discuss. On the whole, they did not talk about their feelings but preferred to keep to "safe" external topics such as scary movies. One of the oldest boys in this group appeared to have quite a bit of charisma and when he spoke he could hold all of the children's attention for a long time. Unfortunately, he was often uncooperative when other children were talking and could become quite distracting and disruptive. When this boy was being cooperative, the other children tended to participate well. When he was disruptive, the other children found it difficult to participate. The oldest girl was quite assertive and confident, but the other two girls were at a distinct disadvantage in this group in that they tended to be overwhelmed by the boisterous behaviour of some of the boys.

Overall, this group treatment programme was a mixture of sessions that felt constructive and helpful, and sessions that were disorganized and difficult and it was rare for the children to reveal their feelings, other than superficially, or to discuss things that were "close to their hearts."

The Counselling group at School B did not include such a wide age range of children and it was therefore easier to find topics of interest to all of them. However, there were four particularly strong-willed children, including three boys and a girl, who were very difficult to contain within acceptable limits. In contrast to the School A group, these children were very willing to discuss their feelings, especially their hatred toward each other. Two of the boys and the oldest girl appeared to bring all the resentment into the group that had built up toward each other over many months and then were unwilling to find acceptable ways to express this. At times they became so disruptive that other children became caught up in the excitement and joined in and it was very difficult to maintain control.

Another child in this group was very disturbed and spent most of his time physically outside of the group but at the same time, demanding attention noisily from the Therapist. In one session he revealed some of the things that concerned him and it would have been much more helpful for him if he could have been seen individually. He was, in fact, given individual therapy at a later date by another agency.

As with School A, the quiet girls in this group tended to be overwhelmed by the dominant personalities, and two younger boys varied between being cooperative and interested on some occasions, and distracted and disruptive on others.

The sessions varied considerably between one or two where constructive discussion occurred to the remainder where intense angry feelings and hatred emerged and could not be resolved. This group did not become a cohesive unit because of the antagonism between the strongest personalities and which tended to completely overshadow the proceedings. The slightest provocation could trigger these feelings and it was not possible to resolve them in this setting in such a short space of time.

The difficulties with these Counselling groups appeared to be:

(i) Age range.

Older more assertive children dominated the proceedings and the different age groups had very different interests and perspectives on life.

(ii) Number of Sessions.

Some of the children were very disturbed and nine or ten sessions was not sufficient time to have an impact on the maladaptive patterns of behaviour that they had adopted. It would have been better if they could have had individual sessions as well as group sessions.

(iii) Younger quieter children found it difficult to contribute. Some of the children in Counselling Group B could be extremely hurtful and unpredictable so that at times it took

considerable courage for children to contribute. The children in Counselling Group A were less hurtful but could also make quite scathing remarks at times.

- (iv) Some of the younger children did not feel comfortable with mixed groups so that it may have been better to have single sex groups for them.

Although the group at School A was more manageable than that at School B, and although there were some sessions which seemed to engage the children, neither of these groups was particularly successful in terms of changing behaviours or raising self-esteem. Some children said that they enjoyed the discussions whilst others were frank that it was a good excuse to get out of work in the classroom.

C. COMPARISON OF MOVEMENT TO MUSIC GROUPS

The settings for these groups were quite different and this appeared to have an impact on the way the sessions developed. The group at School A met in the supper room of the school hall. It was a long narrow room which went almost the length of the hall and had toilets at one end and a kitchen area at the other. It was separated from the main hall by a set of sliding doors, and if classes were using the hall during the Movement sessions, the noise that they made was quite distracting.

There were many light switches around the walls and they controlled a variety of lights including some coloured ones that were used for disco dances. The windows along one side were at about chest height for the children and had a set of thick curtains that could be pulled to reduce the lighting.

When the children first entered this room, some of the boys seemed to lose control of themselves and would rush around madly trying all of the switches and rushing in and out of the toilets either from the supper room or from the main hall. Eventually it became necessary for the Researcher to draw an

imaginary line across the room between two posts, to cordon off the toilet area. When this had been done, the children were not allowed to cross the line. This helped to stem the flow to that area of the hall but there were plenty of other distractions in the room. Several of the boys in particular seemed unable to contain their behaviour so that it became necessary to exert quite rigid limits on them. Most of them were willing to participate in the exercises at the beginning of sessions, but as soon as they were allowed to improvise, they lost control again. The activity that appealed to the children most was an action song which the Researcher accompanied with guitar. The song required the children to do a particular action for the length of a verse and they were invited to contribute ideas at the beginning of each verse. Although it was a song typically used with children in the infant department, it seemed to feel "safe" for these children and they participated appropriately.

The problems for this group included:

- (i) The nature of the supper room.
- (ii) The wide age range.

As with the Counselling group at this school, the children had very different interests (the older children were more interested in talking with members of the opposite sex, the younger quieter children wanted to do Movement to Music, and the middle group of boys wanted to rush around madly and be aggressive toward each other).

- (iii) The degree of disturbance in some of the children.

As with the Counselling group at School B, some of the children in this group were much too disturbed to change their behaviour in this setting and really needed individual therapy as well as group therapy. They felt very self-conscious in free movement and responded by lashing out at each other whenever they came close enough to reach.

It took so much effort to control this group, even when Researcher and Therapist were both there, that this programme lost the potential to be therapeutic.

In contrast to this, the Movement to Music at School B was much more successful. It took place in an enlarged room which was two empty classrooms joined together, and although it had a wooden floor, it did not seem as noisy as the supper room at School A. It did not have distractions in the form of coloured lights etc., and the children were used to using it for it was the room where they went for films and activities requiring more space. It was not as large as the supper room and the toilets were not as easily accessible. The children did not seem to want to "run wild" in this room as had happened in the supper room.

In general, this group of children were much more interested in participating in the programme. They appeared to become very involved in the music and there were not the same issues of control. There were children who irritated other children and were reluctant to participate but they were not disruptive in the way that some of the children in Group A were. An additional factor which contributed to the success of this group was that the oldest boy had a flair for dance and when he was in the mood, was enthusiastic and imaginative. When he danced, his friends followed, and it was much easier to involve other less confident children. One of the youngest boys in this group was a highly active, enthusiastic, tiny child who raced everywhere at top speed, and delighted in the music. He had a "bubbly" quality to his interactions with other children which endeared him to the group and helped them become more cohesive. There was also a very serious trio of seven year old children (two boys and a girl) in this group who involved themselves totally in the activities and formed a close bond with each other.

Throughout the course of this programme, many of the children in this group appeared to gain confidence and to become more adventurous in

their movements and the final session was video-taped. Unfortunately, although the children wanted to see it, it was not possible to arrange this. There were no major problems with this group. The charismatic boy mentioned above was a disturbing element at times, but at others he was a real asset to the group. There was also a seven year old girl who was particularly disruptive at times because she kept irritating the other children but she did not have a sabotaging effect on the group as a whole. Rather, she tended to target particular children, especially charismatic boy. Other children could also be disruptive but did not have the devastating effect on the functioning of the group in the way that some of the children at School A did.

The technique of mirroring (when the therapist reflects the movements of the child) was particularly valuable with this group. It proved to be a very effective way of drawing reluctant children into the activity and was quite dramatic in its impact with charismatic boy. He seemed to expand and blossom when his movements were mirrored.

Of the four therapy groups (art was a control for the effects of attention), Movement to Music at School B was the most successful in terms of engaging children and encouraging their development. The factors that appeared to enhance its functioning included:

- a restricted working space
- a high proportion of structured activities in relation to free movement, particularly in the early sessions.
- a group of children that were relatively compatible in terms of degree of disturbance and ability to work together.
- a limited age range in the children
- a charismatic older boy who particularly enjoyed Movement to Music.

THE EFFECT OF ENVIRONMENT ON THE CHILD

The results of the statistical analyses, whilst not indicating differences in any of the measures as a result of participation in treatment groups, did indicate other factors which would affect the outcome of the study. There appeared to be influences operating in the external and internal environments of the children which could not be controlled by the researcher and which would probably have affected the results.

Firstly, there were a number of differences between the schools. Fewer Parent Rating Scales were returned for the children of School B than for School A, and the photographic analysis revealed more "pathology" in the body structure of children from School B than from School A.

At post-test, the drawings from children at School A contained more Indicators of Conflict than did those from School B, but when the drawings were being coded for analysis, it became very apparent that many of the children from School B omitted both parents and sometimes themselves as well. On the one hand, the omission of figures may be an Indicator of Tension, but on the other, there would have been less content in the pictures and therefore less potential for symbols of any kind. However, there was not a significant difference between schools for the Total Number of Symbols included in drawings.

Although omission of figures may indicate tension, as mentioned above, for many children in this study, there were actually members missing from their families. Demographic details were not obtained, but at the time this study was undertaken (1985), principals of schools were typically reporting to the researcher that between fifty and eighty percent of pupils were from single parent families. For the children in this study, that would have had a significant impact on their lives for the majority of them came from an area of low socio-economic status.

DRAWINGS AND BODY STRUCTURE

The analysis of the children's body structure was, in a way, an attempt to measure the internal environment of the child and its perception of the world, and although the features that contributed to the analysis were observable, such as disproportion in development, asymmetry, collapsing in the chest, etc., to a certain extent, these analyses were subjective.

Likewise, although the analyses of the drawings involved the presence or absence of certain characteristics such as Lining at the Top, Water, Cross-Hatching, etc., a certain amount of subjective interpretation was necessary to determine whether or not particular characteristics were present. In addition, the way that the symbols were clustered by the Researcher means that these results must be regarded with caution.

As with the photographic analyses, the drawings were an attempt to measure the child's internal environment, and perception of the world. It was therefore interesting to find, and important in terms of child development, that there were many correlations between the results of the drawings and the photographic analyses. In fact, many of the trends that appeared in the photographic analyses were supported by the children's drawings. An example of this is the relationship between size of figures in the drawings and self-esteem. Burns and Kaufman (1972) state "The size of a drawing suggests a diminished or exaggerated view of the Self. The person who feels very inadequate usually draws a tiny Person" (p.300). In this study, significant pre-test correlations between the photographs and the size of father and mother suggested that the smaller father was, the more likelihood there was for evidence in the children's body structure that "Life is Frightening" and "Life-Threatening". In addition, the smaller the drawing of mother, the more likely it was that the child would have adopted the assumption that "Life is Life-Threatening." As mentioned previously, similar types of relationships between size and assumptions also occurred at post-test.

The importance of these findings is that if the children's assumptions about life, as revealed in their drawings and in their behaviour patterns, is being imprinted in their bodies at such an early stage in their development, brief interventions are unlikely to have a lasting effect, particularly if other aspects of their environment are not altered at the same time. And yet, if these bodily holding patterns are not addressed in childhood, there is the risk that they will become chronic later in life, making it even more difficult for the individual to develop positive attitudes toward themselves and life.

SELF-CONCEPT AND DRAWINGS

The size of father was also significant in relation to the Piers-Harris results in that children who considered that they were Popular tended to draw larger fathers. As mentioned previously, diminished size indicates feelings of inadequacy whilst large persons can indicate an exaggerated view of self. In between these two extremes is the healthy position. In fact, this study produced very few large figure drawings and when figures were exaggerated, it was usually someone other than self. One example is found in the second drawing of child No. 31, discussed in the section on case studies, who has drawn an enormous mother figure with very exaggerated limbs. The tendency was for many children to draw small figures and to have them standing portrait-style, facing forward and not interacting.

Two interconnected findings are somewhat puzzling. In the pre-test comparisons there were positive correlations between Ph2pre (Intellectual and School Status) and Tension in Mother and Indications of Instability. The interpretation of these results would be that there was a tendency for children who scored more highly on Intellectual and School Status to depict tension in their mothers, to underline figures, and/or to line the bottom of their drawings. A possible explanation for this result could be that such children were under pressure to achieve well at school and experienced this as emanating from their mothers. Since mother, traditionally, is the primary

source of nurturance in the family, pressure from this source could undermine the child's feelings of security.

In the post-test comparisons, children who scored themselves more highly on intellectual and school status, also tended to depict themselves as being tense. However, these results must be treated with caution for very few children depicted themselves as being tense in their drawings. In fact the numbers of tense figures in drawings were as follows:

Tendad - eight at pre-test and six at post-test.

Tenmom - nine at pre-test and seven at post-test.

Tensel - ten at pre-test and seven at post-test.

A more significant finding was the negative correlations between ConflictB (Indicators of Conflict) and the Piers-Harris Total Score, Behaviour, and Anxiety. (Indicators of Conflict was one of the most frequently occurring cluster scores at both pre- and post-test and correlated significantly with the Total Symbol scores.) These results confirm that children who have anxieties about themselves will reflect these feelings in their drawings and this then becomes a very powerful aid in assisting them to express themselves.

Taking this fact into consideration, it may have been the case in the present study, that although the Art groups were included as a control for the effect of attention, they may have had a therapeutic role for the children. As has been mentioned previously, the Researcher and Therapist did not encourage catharsis during these sessions, but they did listen to the children and take part in discussions when this was appropriate.

Some of the children produced quite graphic pieces of art at times. For instance, one of the boys in the group at School A used his modelling clay to produce a bedroom scene containing "lovers making love" and it consisted of two figures entwined on the bed and at the side of the room stood a crib containing a baby. During the following session in which the children were to take pictures from magazines to make collage, this same boy was very giggly and unsettled because he kept finding what he called "dirty" pictures

in the magazines he looked at. In fact, the pictures he referred to tended to be advertisements containing people in underwear for the magazines were all publications for general reading or of the "Women's Weekly" type.

Although the activities in these art sessions were intended to be enjoyable, the children differed greatly in the ways that they performed the tasks. Some were full of confidence and rushed ahead without listening properly to instructions, some were very cautious and needed guidance each step of the way, particularly when they were making specific items such as the newspaper containers. Others preferred to do something totally different from the set task and objected to being directed. Some children worked very quietly, scarcely making a comment whilst others chatted and giggled most of the time. However, all of the children worked on the art and craft activities and in most instances had produced something tangible by the end of the session. They were not always satisfied with what they had achieved and sometimes discarded the results as happened with some of the dolls they made.

Overall, these sessions provided a mixture of directed activities and free activities and children were encouraged to be creative and innovative. Since no judgements were made about the finished products by the Therapist or Researcher, the standards chosen were those set by the children themselves. So in many respects, the sessions were therapeutic for they encouraged free expression and creativity and were non-judgemental except when behaviour exceeded reasonable limits.

Two of the questions posed earlier in this study were that given the interrelationship between body and mind, and given the fact that life experiences could be expected to leave an "imprint" on the body, to what extent do such influences show in the bodies of children and how early in their lives do they become apparent?

The youngest child in this study was five years eight months old and twenty-six (33%) of the children were less than eight years old at pre-test. The

analyses of body structure has identified quite clear evidence that even at this young age, the experiences these children were having in life were leaving "imprints" in their bodies. Already, holding patterns were developing in their bodies, setting the stage for the possible development of chronic patterns. In addition to this, the assumption that "Life is Frightening" was more apparent in the bodies and demeanour of younger children than the older children in the study. It could be possible that as children grow older, they develop mechanisms to deal with frightening situations which result in this assumption becoming less apparent.

The evidence in this study indicated that at least by the seventh year of life, the child's body begins to reflect the early establishment of character and responsive habits. In fact, such evidence was apparent in eighty percent of the children (seventy-three percent of the children at School A and eighty-seven percent of the children at School B). It must be remembered that a large number of the children in this study were behaviourally disruptive, particularly amongst the boys and the statistical analyses indicated that boys showed more evidence in their bodies for the adoption of the assumptions that "Life is Depriving" and "Life is Distorting". The question that then arises is - how can this pattern be changed? If boys are carrying these assumptions more readily than girls, and their method of coping is to be disruptive, then they are likely to attract more depriving and distorting events into their immediate environments so that this pattern of developing is reinforced and strengthened. The large proportion of children in this study showing this type of adaptation to life would suggest that individual therapy is not likely to be feasible for the numbers would be too large. One solution would seem to be that a group method of assisting children might go some way to meeting their needs. It could focus on ways of protecting oneself without physically "contracting", and the expression of feelings.

However, it is apparent that none of the treatment methods in this study were effective in releasing such tensions from their bodies. None of the treatment programmes had any beneficial effects on classroom on-task

behaviour, and none of the programmes had a significant effect on the self-esteem of the children.

LIMITATIONS OF THE CURRENT STUDY

There were a number of difficulties with the current study which contributed to the lack of effectiveness of the treatment programmes quite apart from the child's life experiences.

AGE RANGE

The age range in the two Counselling groups and the Movement to Music group at School A was too wide. These groups depended on a certain amount of cooperation and interaction between group members and the differences in developmental stages reached by the participants was too great to allow this to happen. In the Art groups, the children worked much more independently, each person achieving at his/her own level so age was not an issue. It was also not as important in the Movement to Music group at School B which had a smaller age range.

SEX OF PARTICIPANTS

Some of the boys in the seven to nine year range found it difficult to tolerate girls and felt quite uncomfortable being near them. This was particularly true in the Counselling groups and it may have been helpful if these children could have been in single sex groups.

CHOICE

The children had no choice about attending these groups. Their parents made the decision for them to participate in the study and not all of them discussed it with the children. In addition to this, they had no choice about

which group they would attend and some of them said that they would have liked to have been in a different group.

LENGTH OF TREATMENT PROGRAMMES

The original intention was to have twice weekly sessions but when it became necessary to reduce the programmes to once a week, the number of sessions was also reduced. The change in plan interrupted the flow and did not allow sufficient time for some of the groups to become a cohesive unit.

LENGTH OF SESSIONS

The sessions were originally an hour long but this was too long for some of the children so all sessions were reduced to forty-five minutes. This length of time was still too long for some of the children who began to lose concentration after about twenty minutes. This was particularly true of the Counselling groups.

COMPOSITION OF GROUPS

In both Counselling groups and the Movement to Music group at School A there were too many disruptive children. The quiet children were overwhelmed by them and the sensible children became frustrated and irritated with them. These three groups were also too large for such combinations of children and may have been more successful if the numbers had been smaller. The size of these groups, and their composition meant that much of the time was spent on issues of control rather than therapy.

CHANGE OF PLAN

The change from two sessions to one session per week, and from one Therapist to Therapist plus Researcher, produced quite a dramatic change in the dynamics of the Counselling and Movement to Music groups. Some of the children found it quite difficult to make the adjustment and their

behaviour changed. This was further complicated when the Researcher was away on sick leave for one of the sessions.

SETTING

The Researcher had very little control over the venues for the Movement to Music groups. It was a case of using whatever space was big enough and available, and in the case of the supper room, the venue proved to be quite unsuitable, given the nature of the children.

The unsatisfactory outcome of this research in terms of developing a therapeutic programme for children with difficulties, and the acknowledgement of the above shortcomings led the Researcher to conduct further research so that some of the above issues could be addressed. These studies will be discussed in the following chapters.

CHAPTER SEVEN

STUDY TWO

1. INTRODUCTION AND RATIONALE

The research undertaken in Study One, although revealing some important information about the way that children adapt physically and emotionally to life-events, did not reach a satisfactory conclusion in the direction of developing a therapy to assist disruptive and withdrawn children. It showed that some techniques were effective with some children some of the time, and that techniques that "work" with one group in one school will not necessarily be successful with a similar group in another school. It showed that when there are too many disruptive children in a group, most of the energy is diverted into issues of control rather than therapy, and in such situations, the quiet children rarely, if ever, contribute.

Study One also revealed that for some therapies such as Counselling and Movement to Music, the participants in the groups need to be compatible in terms of age and developmental stage and initially, at least, there needs to be a selection of structured activities.

The setting for the activities is important. There needs to be a minimum of distractions and firm boundaries set so that the group members stay within the vicinity of the group.

Discussions with the head teacher of the Work Experience Unit in a local secondary school about some of the above issues, led to an invitation for the Researcher to take some sessions with the three classes in his unit. These were to be held in the third term of the year and would be limited in number to enable pre- and post-testing within the same school term (the final term for the school year). The teacher was particularly interested in

Movement to Music, as was the Researcher, so it was decided to explore variations of this activity.

The questions of concern for this study were:

- a. Are students more willing to participate in Movement to Music sessions when they are of a similar age to other members of the group?
- b. Are sessions which are totally structured "safer" for students, i.e., are they more willing to participate in these activities than free movement?
- c. Does a familiar setting encourage students to participate?
- d. Do students who are familiar with each other feel comfortable undertaking Movement to Music together?

As with Study One, this was an exploratory study, undertaken to find out what type of activities, and what conditions, encourage student participation.

2. METHOD

General Design

This study was to be a further investigation of Movement to Music and compared the following three modes of treatment.

- Exercises to Music (Group 1)
- Movement to Music (Group 2)
- Movement and Exercises to Music (Group 3)

There were no control groups for this study.

Subjects

The participants in this study were the three classes in the Work Experience Unit mentioned above. They were secondary students within the age range of thirteen years to sixteen years. Their placement in the unit was an indication that they were below average in intellectual ability. At the time

of the study, admission to such a unit usually followed a battery of assessments including an Intelligence test, and one of the criteria for entry was an IQ score within the range of 60-80. At times, when academic needs could be best met within such a unit, students with IQ scores outside of this range were admitted, but this was the exception rather than the rule.

The fact that the students were in this unit meant that they all had special learning needs and some of them were behaviourally disruptive as well.

The classes in the unit each had a Home Room teacher who took the students for core subjects, and for other options, they went to other departments. A few of the students were "mainstreamed" (i.e., included in a mainstream class) for specific subjects in which they were making particularly good progress. The unit was divided into classes according to the length of time that the students had been in the unit but the ceiling age in each class was similar since some students were much older on entry than others. Composition of the groups is shown in the following table:

TABLE 15

Composition of Groups in Study Two

GROUP	THERAPY	BOYS	GIRLS
1	Exercises to Music	5	3
2	Movement to Music	6	3
3	Movement and Exercises to Music	8	2
Total		19	8

Since these were actual classes within the unit, it was not possible to alter the composition in any way so that the girls were always outnumbered.

Setting

The groups were all held in the same classroom which was the home room of Group 3. When groups 1 and 2 used the room, they pushed the desks and chairs back to the sides of the room so that most of the floor space was available for activities. However, Group 3 was not willing to arrange the room in this way except for the first session.

Assessment

Two measures were used:

- (i) The Piers-Harris Children's Self-Concept Scale. This was administered in the same way as in Study One for many of the students in the present study were very poor readers.
- (ii) A drawing of "Me and My Family at Home (all doing something)".

PROCEDURE

Assessment

Therapist from Study One administered the assessments (she had been involved in some of the assessments in that study so was familiar with the proceedings) which were undertaken in the first two weeks of the third school term for pre-tests and the last two weeks of term for the post-tests. The procedure for administration was that the students were seen individually for the Piers-Harris questionnaire, but the drawings were done in the classroom as a group.

Treatment Sessions

These began on Tuesday of the third week of the third term, immediately after completion of the assessments. Group 1 met that day, followed by Group 2 on Wednesday and Group 3 on Monday of the following week. Each group had one session per week and a total of six sessions.

Researcher led all of the groups with Therapist from Study One assisting as a co-therapist. The experience gained in Study One suggested that children are uncomfortable being observed in this type of work and it was very difficult for Researcher to develop these programmes without actually being part of the sessions. Consequently, she decided that it was important for her to facilitate the groups, and Therapist took part to encourage participation and to share observations with Researcher as the sessions progressed.

Scoring Procedure

The drawings were first scored in the manner suggested in the manual and then the styles and symbols were grouped into clusters in the manner described in the Results Chapter of Study One.

Statistical Analyses

The Pearson Product-Moment procedure was used to calculate correlations between the above measures and a Multivariate Analysis of Variance was undertaken using Sex and Group as class variables.

3. RESULTS

The measures used in this study included the following dependent variables for the drawing analyses:

IndtenA, IndtenB	Indicators of Tension
NedloveA, NedloveB	Indicators of a Need for Love
ConflictA, ConflictB	Indicators of Areas of Conflict
AnxtyA, AnxtyB	Indicators of Anxiety
DependA, DependB	Indicators of Dependency
DepressA, DepressB	Indicators of Depressive Tendencies
InstabA, InstabB	Indicators of Feelings of Instability
TotsympA, TotsympB	Total number of Symbols and Styles

The following additional measures were used:

SizdadA, SizdadB	Size of Father in millimetres
SizmomA, SizmomB	Size of Mother in millimetres, and
SizselA, SizselB	Size of Self in millimetres.

The Piers-Harris Self-Concept Scale was analyzed using the following variables:

- Phfpre, Phfpst, Phfdif** - total scores for the Piers-Harris Scale.
- Ph1pre, Ph1pst, Ph1dif** - scores for Cluster I - Behaviour.
- Ph2pre, Ph2pst, Ph2dif** - scores for Cluster II - Intellectual and School Status.
- Ph3pre, Ph3pst, Ph3dif** - scores for Cluster III - Physical Appearance and Personal Attributes.
- Ph4pre, Ph4pst, Ph4dif** - scores for Cluster IV - Anxiety.
- Ph5pre, Ph5pst, Ph5dif** - the scores for Cluster V - Popularity.
- Ph6pre, Ph6pst, Ph6dif** - the scores for Cluster VI - Happiness and Satisfaction.

RESULTS OF STATISTICAL ANALYSES

Correlations

There were no significant correlations between the Piers-Harris Cluster Scores and the Drawing Analyses.

Multivariate Analysis of Variance.

There was a significant group effect for Ph3pst (Physical Appearance and Personal Attributes) but although there was a difference of several points between groups (Gp 1 mean = 10.07, Gp 2 mean = 9.5, Gp 3 mean = 5.0), the Student-Newman-Keuls Test found that these differences were not statistically significant. There was also a significant group effect for Ph2dif (the difference score for Intellectual and School Status) but again the

differences between the means was not significant. Group 2 scored highest with a gain of 2.29 points, Group 1 was next with a gain of .50 of a point and Group 3 was the lowest with a loss of .75 of a point.

A significant group effect occurred for Ph6dif (Tables 16 and 17) and this was confirmed by the Student-Newman-Keuls test. The result indicated that Group 2 which increased very slightly on this score was significantly different from Groups 1 and 3 both of which decreased slightly on this score. However, given the small numbers of students in each group, these results need to be treated with caution.

There were significant group and sex effects for SizdadB but the Student-Newman-Keuls Test revealed that although the differences between the means were significant, it was due mainly to the fact that only two girls drew their fathers in these drawings and the average size was 105.00 millimetres compared with a mean of 31.67 millimetres for the six boys who drew their fathers. In the results for group, there were only two groups (2 and 3) and four children in each of these groups so that the score for the girls also had a dramatic effect on these results.

TABLE 16

Multivariate Analysis of Variance Main Effects for Ph6dif in Study Two according to Sex and Group					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
Sex	1	0.86	0.86	0.87	0.37
Group	2	11.94	5.97	6.07	**0.01
Sex*Group	2	1.03	0.51	0.52	0.60
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
Sex	1	1.20	1.20	1.22	0.29
Group	2	12.09	6.04	6.14	**0.01
Sex*Group	2	1.03	0.51	0.52	0.60

** significant at the .01 level of confidence.

TABLE 17

Student-Newman-Keuls Test for Ph6dif
in Study Two according to Group

SNK Grouping	Mean	N	Group
A	0.57	7	2
B	-0.75	4	1
B	-0.12	8	3

4. DISCUSSION

The programmes for the groups in this study did not happen as anticipated. In fact, the only group that followed the original intention was Group 1. All of the sessions for this group were Exercises to Music and there were varying degrees of participation. At first, some of the children were quite reluctant but when *Faster than the Speed of Light* sung by Bonnie Tyler was played, one of the boys (the smallest in the class) suddenly came "alive" and he enthusiastically began to participate in Follow the Leader. This was to become the pattern for the following sessions. When he was involved, the other children also participated and it became quite clear that he was a catalyst for this group. He brought along one of his own tapes - Reggae Music sung by Bob Marley and enjoyed that. Follow the Leader became the favourite activity for this group although there was one extremely shy boy who had just come to the school and who tended to withdraw.

Unfortunately, just after the completion of the treatment sessions, vandals broke into the unit and set a fire in one of the classrooms. This had quite an unsettling effect on all of the students so that the teacher for group 1 would not allow the children in her class to do the second set of drawings.

Group 2 was intended to have Movement to Music but there was a boy in the class who had broken a hip and could not join in. Some of the children were very self-conscious as he watched them so it was decided to change the activity to one that he could participate in. The sessions for this group evolved around making musical instruments out of ordinary household items and by the end of the programme, they were able to make tunes using stainless steel bowls filled with water. In the final session, the class teacher joined the children and the results were taped.

All of the sessions for this group began with Exercises and then went on to making instruments. On one occasion, the boy with the broken hip joined in some of the exercises from his chair.

This group was an excellent group to work with and most of the children participated fully in the activities. The class teacher (Head of the Unit) was very interested in what was happening and encouraged the children.

Group 3 was intended to have Movement to Music but were very reluctant and uncooperative participants. In the first session an attempt was made to involve them in a safe way by doing some of the exercises but they were embarrassed and uncomfortable with the whole procedure. From the second session on, these students sat at their desks and the sessions changed to listening to music. A variety of activities ensued from this, mainly focussing on analysis of the music and identifying the singers, instrumentation, etc. Most of the students in this group were disruptive, annoying other students and retaliating when provoked. The teacher of this class commented after one session that this group of students were more sophisticated than the other two groups and that they did not like doing "babyish" things. However, in many ways, these students were less mature than the students in the other two groups.

CONCLUSIONS

The most successful group in this programme was Group 2 in which the students sat on the floor making musical instruments from bowls of water. They were intrigued by the way that the water level changed the note for each bowl and enjoyed making the music. Most of the students in this group enjoyed the chance to be conductor of the group and appeared to enjoy the exercises. The sessions began to have the characteristics of a science or physics lesson at times rather than "music therapy".

One of the positive factors for this group was the interest and involvement of the class teacher. His enthusiasm and his rapport with his students encouraged them to participate.

Another important factor was that the activity for the group was changed to include the boy with the broken hip. The students lost their self-consciousness when he was involved. There was also a very enthusiastic girl in this group who was attending jazzercise out of school hours. She loved the exercises and was at times so enthusiastic that she was reluctant to allow others to have a chance to lead the group. There appeared to be no really disruptive children in this group.

Group 2 was relatively successful although the participation of the students depended to some extent on one small boy. This group particularly enjoyed "Follow the Leader", especially when music by Bob Marley, Bruce Springsteen or Bonnie Tyler was played.

Group 3 was not successful in terms of engaging the students. The majority of them were disruptive or absolutely passive. There were only two girls in this class and although they appeared to enjoy the music, they were very much overshadowed by the boys.

The sessions with this group were not Movement to Music. They were "Listening to Music" sessions which were rather formal at times, but were occasionally lightened by games of "Hangman" or quizzes.

The main conclusion from this study was that Movement to Music is quite a threatening activity for this type of student. They will tolerate exercises to music but not many feel comfortable with this activity. This may have changed if the programmes had been longer, for six sessions, each a week apart, made it difficult for the Researcher to build a relationship with the students.

It was an advantage to have the Therapist participating in the groups as she was able to work alongside shy, or particularly disruptive children. Her presence did not have this effect in the sessions with Group 3 because the students remained in their seats as if in a formal lesson.

The students in this third group appeared to be most comfortable when drawing to music and perhaps this would have been a better way to work with them. Some of their drawings were collected after the sessions and they revealed quite a lot about the way they were feeling. One of the girls did tiny patterns in the centre of the page initially but eventually managed quite large patterns. One of the boys drew small black pictures all over the page and included an angry-looking face with "YOU" written beside it. It is not known whether that was intended to be the Researcher or someone else.

Future research in this area needs to look at the question of Choice. As with the first study, these students did not have a choice as to whether they would participate in the groups or not and many of them seemed to indicate their displeasure either by being disruptive, or by being passive.

Future research also needs to consider more carefully the compatibility of participants. As with the first study, quiet, shy students were quite overwhelmed by the disruptive students in the groups.

A third important issue is the enthusiasm of the class teacher or other adults involved with the students. The students in group 2 had a much more positive attitude toward the sessions than did the students in the other groups and this may have been a reflection of the teacher's attitude.

CHAPTER EIGHT

STUDY THREE

1. INTRODUCTION AND RATIONALE

The previous two studies have highlighted a number of factors which seem important when developing programmes for children. Firstly, most children are willing to draw and are willing to include features in their drawings which are indicative of what is happening in their lives at the time. They are familiar with drawing and appear to find it a pleasant and safe activity. Secondly, it appears that when groups of children contain too many disruptive children, issues of control become the central focus rather than therapy. Thirdly, children are often "touched" by music they bring themselves to sessions, and if this is used as part of the proceedings, they become more receptive to unfamiliar music. Fourthly, many children appear to prefer structured activities in the early stages and are reluctant to explore movements of their own until they feel comfortable as part of the group. Another important conclusion reached has been that six sessions, and sometimes nine or ten sessions, is not enough time for these type of therapy groups to become cohesive units. Very disruptive children appear to need more time than this to develop new ways of operating in their environments. The children in these groups need to learn to respect the rights of the others in the group and at the same time, to develop appropriate ways in which to get their own needs met. Ideally, the therapy group should be a safe place where children can share their feelings and concerns and develop new mechanisms for coping in their wider environments.

This third study was undertaken to explore the effect of longer term therapy with disruptive and quiet children. It also set out to conduct the group in a

way which would respond to the needs of the children, rather than imposing a rigid format on them. Therefore the activities were varied and not limited to Movement to Music or Exercises.

2. METHOD

General Design

This study involved one treatment group and a control group. The children all attended the same school which was situated on the same side of the city as the three schools in the previous study, but in a slightly more affluent suburb.

Subjects

All of the subjects were boys in J3 (standard one) or standard two, i.e., they were all about eight years old except for one boy who was regarded as a "slow learner" and was nine years old. They were all considered to have learning difficulties and some were very disruptive in the classroom. Several of the children were from solo parent families, and several of the families were experiencing difficulties unrelated to the school.

Initially, there were seven boys in the experimental group and seven controls but at session five an extra child was included in the experimental group so that there would be an even number of children for paired activities.

The boys in the control and treatment groups were matched as far as possible according to age and reading ability. They were from several different classes and were used to a type of inter-change system in which they would leave their home rooms to go to another group, matched for ability, for specific subjects such as Maths. As a result of this existing system, it was a "normal" procedure for them to be leaving their class to attend a group.

Setting

The sessions occurred in a classroom which was used for the new entrants to the school, and who were not yet attending for the full day. The desks and chairs were pushed right back against the wall so that there was a central space for working. The chairs were not used at all and when the children needed to sit, they sat on the floor.

Assessment

Two measures were used for this study:

- Classroom Observation of On-Task Behaviour
- Drawing of "Me and My Family at Home (everyone doing something).

One of the research assistants from Study One carried out the classroom observations during the first two weeks of March. The drawings were done as class activities, so that the whole class did the participated with teacher supervision.

Treatment Sessions

These began on Wednesday of the third week of March and from then on were held twice weekly, on Monday and Wednesday, except when holidays intervened. There were twenty-eight sessions altogether so that the final session was Monday of the fourth week in July.

The first two sessions were mainly discussion and drawing, and exercises (yoga and Kum Nye exercises) were introduced at session three. At session four some free movement was introduced plus the activity of "Follow the Leader".

At session five the extra boy joined the group and from this point on, activities varied between drawing, listening to music, discussion, structured movement, free movement, and playing tuned percussion instruments.

The sessions were led by Researcher with no assistance. To some extent the activities were planned for each day but they varied according to the

children's responses and requests. Full details of the sessions are contained in Appendix B.

3. RESULTS

There were no statistical analyses undertaken for this study because the research assistant found herself a full-time, permanent job and was not available for the follow-up observations. A new observer could have been trained but there would have been no check on inter-rater reliability.

The follow-up drawings were completed but since the analyses of these is somewhat subjective, they were not considered a strong enough measure to stand alone.

4. DISCUSSION

Although there were no statistical results to test the effects of this programme, the Researcher's impression and comments by class teachers, suggested that there were some quite major changes in some of the boys in the treatment group. The emphasis on drawing in the early sessions appeared to pay off, for most of the boys appeared to feel quite comfortable in the sessions from the beginning. However, when Movement to Music was introduced for the first time, two of the boys became very shy and self-conscious. They liked "Follow the Leader" and by session five were beginning to produce some imaginative movements in this activity.

Session seven proved to be very difficult with a lot of noisy behaviour and ignoring of instructions. During the discussion time, six of the boys were not interested in listening to each other, and the other two were very quiet.

At session eight, Researcher introduced stickers for rewards. She explained that she would be looking for people who listened well and would give stickers to them at the end of the session. This had an instant effect and at the end of the session, each boy had earned a sticker. Following this, there

were many excellent sessions during which the emphasis moved more toward Movement to Music.

One of the boys, HH, loved dancing and if they were sitting down listening to music and the piece had a strong rhythm, he found it almost impossible to remain passive. When it was suggested to him that he could get up and dance if he wanted, he sprang up and danced around the room, vigorously and rhythmically. He appeared to feel the music right through his body and "needed" to express those feelings. He seemed to be a natural leader in the group. The other boys loved him and two of them copied him slavishly at times. It was not until session nineteen that two of the boys were able to work independently of Hgh when they danced. From session twenty-five Hgh was absent. There had been difficulties in the home and he was sent to Health Camp. During the following session, the boys seemed to have lost some of their spirit and were obviously missing HH. They preferred to take directions from Researcher rather than use their own imaginations. However, by the following session they had recovered somewhat.

OBSERVED EFFECTS OF THE PROGRAMME

GN ... was the oldest boy in the group and a very congenial, "easy-going" sort of boy. He was a "slow learner" and a year older than the others. However, this made no difference to his participation in the group and he was well liked. During the school term vacation, his house burned down and he was absent for one session while his family made alternative living arrangements. Fortunately he was able to stay at this school and he was pleased to continue participating in the sessions. In sessions 18, 19 and 20 he was quite mischievous and surreptitiously disruptive. For the rest of the sessions he varied between being cooperative and annoying the other boys. The behaviours that he began displaying at session 18, were similar to those that others had displayed from the early stages and it was as though he was following their example, but at a time when they were beginning to abandon

those behaviours. He had to be reminded quite firmly at times that it was not acceptable to hit other people in the group.

DN ... was included in the group because in the classroom he almost never spoke, was reluctant to answer questions and rarely volunteered information. He was not making good progress in his school work and appeared to be at risk.

From the very first session, DN was quite a different person in the group. He was talkative and often acted inappropriately, sometimes imitating the misdemeanours of other children. His drawings were interesting because in all of the studies undertaken, he was the only child to use true "Compartmentalization". In both of his drawings, he drew lines on the page to form a grid (although in the second picture the lines were not so obvious) and then placed a family member in each portion of the grid. According to Burns and Kaufman (1972), "this style is typical of social isolates who try to cut off the feeling component between individual members of the family. This is often the beginning stage in withdrawal of the individual or of serious character disorders" (p.128).

DN's concentration was often poor and he was very naughty at times. On one occasion when he was very boisterous and knocked a chair over, he was sent onto the veranda for five minutes to calm down. When he came back into the room he was much more in control of his actions.

When stickers were introduced as rewards, his behaviour gradually began to change. There were still sessions when he would be noncompliant and cheeky but there were others when he became engrossed in the activities and produced beautiful results. Often when he danced, he would yell and scream, or else he would talk very quickly about what he was doing. This appeared to be for his own benefit rather than to communicate with others about what was happening. This behaviour was never discouraged.

His teacher reported quite dramatic changes in the classroom. He was talking more and volunteering information. He was wanting to participate

in activities with the rest of the class and his parents were becoming much more friendly toward the school. Toward the end of the programme he asked for permission to leave so that he could take part in his class activities. The Researcher readily agreed.

RD When RD joined the programme, he was barely able to read and was quite a problem in terms of his behaviours. Both he and his younger brother tended to steal and RD had been in trouble for exposing himself to some other children at the school.

In the early stages, he was extremely talkative and would often do silly things. However, at session 9, the session after the introduction of stickers, there was a dramatic change. He was suddenly much more responsible and appeared to have matured. From here on, his behaviour was more serene and much quieter, although there were occasions when he became mischievous. He seemed to have gained dignity and his teacher reported that he had begun to learn to read and was catching up lost ground quite rapidly. She reported that he was feeling much happier and more confident.

BE When BE joined the programme, he was a very quiet, shy child who spoke almost in a whisper at times. He had a lisp and was sometimes difficult to understand. He was reluctant to talk but would become very engrossed in whatever he did. His teacher reported that in the classroom he was achieving very poorly, was delayed in academic subjects, and was unresponsive.

As he became used to being with the group, BE's creativity began to blossom. At first he was very self-conscious in the free movement, but when he overcame that, his movements developed into highly imaginative and varied "works of art". By session 14, he was willing to share with the others what he had done during the holidays and was less shy. However, although he was well accepted in the group, the other boys did not appear to want

him for a partner when they were working together. This was overcome by the Researcher asking HH to work with him. The latter agreed.

In session 23, it was interesting and exciting for Researcher to observe BE rebelling against something and becoming noisier. This was quite a contrast to his usual pattern of compliance.

BE's teacher did not seem particularly enthusiastic about his progress and would usually make comments to the effect that with BE there "was nothing there", meaning that he was totally lacking in intelligence. However, on one occasion that teacher came and asked for BE to be excused that day because he was totally engrossed in the art project he was working on.

The drawings that BE did in the programme, and the way he moved in the Movement activities, suggested that he was actually quite artistic, but this was being hidden by his poor academic skills. He was a delightful member of the group.

SN ...was an open, friendly boy who was very willing to talk and share ideas. He also had a lisp and whenever he was not involved in an activity, he would be sucking two of his fingers. It was rare to see him sitting quietly without his fingers in his mouth. This did not stop him becoming very much involved in the group's activities even though the other boys did not appear to take much notice of him. He tended to follow HH a lot, copying his movements and wanting to be his partner whenever possible. However, at session 19 he changed and developed his own movements, ignoring HH. From here on he continued to improve, developing his own style and producing beautiful movements. He had even stopped sucking his fingers.

CG ...began the group as quite a serious boy. He chatted a lot and was very willing to share his experiences with the others. Like SN, he appeared to adore HH and would watch him constantly and direct most of his remarks to him. At about session 11 he began to separate from HH, following him less and developing his own style. However, he was particularly attention-

seeking. If Researcher made a comment to a boy about how well he was doing something, CG would ask the Researcher to look at what he was doing as well.

CG particularly enjoyed the sessions when instruments were used. He was having private music lessons and obviously enjoyed making music. He had an excellent sense of rhythm and on one occasion was given a drum to beat so that he could produce a rhythm for the others to move to.

At times he would pout, especially if he made a request and the request was denied. However, he would recover very quickly from these disappointments and become cheerful again.

JY ...was the last member to join the group. He was keen to do very well but at times could "whine" when he was not happy about what was happening. This aspect of his personality began to improve at about session 11. He began to produce very beautiful movement and would become totally involved. During sessions 18 and 26, he teased other boys but apart from that, the rest of the sessions his work was excellent and he developed a very beautiful style of movement.

HH As mentioned previously, HH was very much the charismatic leader of this group. He loved dancing and his enthusiasm inspired the other boys. They liked to follow him and work with him whenever possible. In return, he did not seem to mind who he worked with and was quite willing to let others choose him. His behaviour varied a lot from total involvement to cheeky noncompliance. At first, his behaviour had a lot of impact on the group, but gradually most of the other boys learnt to ignore him when he was not working appropriately so that he did not have such a devastating effect. At one stage he developed a red rash around his mouth from constant nervous licking and did not remain in the programme for its entirety. He left after session 24 to go to Health Camp and did not return to school until after the completion of the programme.

Despite the fact that he could be very naughty and mischievous, he was a likeable boy and everybody missed him when he left.

FACTORS LEADING TO THE SUCCESS OF THIS PROGRAMME

Although the behaviour of the boys varied considerably throughout the programme, it was never necessary to send any of them back to their homeroom. In fact, the variations in behaviour were able to be used constructively, by teaching them how to change their ways of operating. The introduction of stickers assisted this process for they provided an incentive for the boys to make changes. At one stage, Researcher wondered if the boys were only working to earn stickers, but this appeared not to be the case for on one occasion when the group had to be cancelled so that she could attend a course, the boys begged to be able to take the group themselves in her absence.

The teachers at the school were enthusiastic about the programme and two of them would often stop Researcher to discuss the boys and their progress in the classroom.

The length of the programme was an advantage for it gave the children sufficient time to learn new ways of operating both within the group and in the classroom. When there were lapses in behaviour, there was time to recover. In many cases, the positive changes in behaviour occurred after the time when the sessions in the previous studies had ended, reinforcing the previously stated belief that the previous programmes were too short.

The twice-weekly sessions were also an advantage for the boys tended not to lose the ground that they made. If they missed a session for any reason it was only a few days until the next session.

The combination of these factors, the twice-weekly session and the length of programme, meant that over time the boys became quite close to each other and would often seek out group members at intervals.

Another important factor was that these boys were very willing to bring their own music from home, which meant that they were contributing to the

sessions. They were also able to make suggestions and requests and these were often taken up by Researcher. The result of this was that the boys had some control over the programme.

Although there were no statistical results to prove the efficacy of this programme, it appeared to be beneficial. Some of the boys changed quite drastically whilst others did not make such obvious changes. However, even when the boys were particularly naughty, the programme seemed to be worthwhile.

CHAPTER NINE

STUDY FOUR

1. INTRODUCTION AND RATIONALE

The programme developed in Study Three appeared to have a beneficial effect on the boys involved but this could not be supported statistically because of the loss of the follow-up assessments. Consequently, Study four was undertaken to duplicate that programme but with a different set of subjects.

Some of the advantages of Study Three appeared to be that the subjects were all approximately the same age, at the same developmental level and were receptive to the activities being offered. In addition, that study introduced stickers as reinforcement for the first time and this appeared to assist the boys to control their own behaviour rather than having control exerted on them from the Researcher. This meant that the programme was able to focus on the development of personal attributes in the subjects rather than constantly focusing on discipline.

Another advantage was the length of programme. A lot of changes in the subjects occurred long after the time when the previous programmes would have finished so that if this programme had been only nine sessions long, for instance, many of the changes might not have occurred at all. The progress in the subjects also appeared to be assisted by the twice-weekly sessions.

After consideration of the above factors, it was decided to run the programme again with new subjects to determine whether or not similar results could be obtained.

2. METHOD

General Design

As with the previous study, this one included the treatment group and a control group, matched as far as possible for age, sex and behaviour. The children all attended the same school which was on the same side of the city as the previous schools and in an economically deprived suburb.

Subjects

The treatment group included two girls and six boys from standard two and were all either eight or nine years old. Two of the children were considered by the school to be behaviour problems, one was non attentive, one "disturbed", one lacking in confidence, one not achieving, one not attentive and one low ability. In fact, the boy considered to be disturbed was also low ability and had been mainstreamed from a special class.

Setting

The classroom available for this study was a room set aside for a school music room. It contained some tables and chairs and a cupboard but there was sufficient space in the centre for free movement.

Assessment

Two measures were taken before the treatment programme and afterwards.

They were:

- (a) A classroom observation of On-Task Behaviour, and
- (b) Drawing of "Me and My Family at Home (everyone doing something).

Therapist from Studies One and Two undertook the observations during the final three weeks of the first term whilst one of the senior teachers supervised completion of the drawings.

Treatment Sessions

The programme began on the first Tuesday of the second term and from then on occurred each Tuesday and Friday, except when interrupted by holidays or courses. There were twenty-eight sessions altogether and the final one occurred on the third Tuesday of October.

The sessions were again led by Researcher with no assistance and the intention was, as far as was possible, to follow the session outline from Study Three.

3. RESULTS

With this group of children, stickers were used from the second session because two of the boys had been very mischievous and disruptive during the first session.

At the follow-up assessments, there were only six of the treatment group and three of the control group left to do the second drawing. The rest of the children had either left the school or gone to stay at Health Camp. For the second classroom observations, six of the treatment group were available and four of the control group.

STATISTICAL ANALYSES

Two sets of analyses were undertaken:

- (a) Correlations using the Pearson Product Moment procedure, and
- (b) Multivariate Analyses of Variance using Group and Sex as class variables.

The dependent variables included were:

IndtenA, IndtenB	- indicators of Tension
DependA, DependB	- indicators of Dependency
NedloveA, NedloveB	- indicators of Need for Love
AnxtyA, AnxtyB	- indicators of Anxiety
ConflictA, ConflictB	- indicators of Conflict

DepressA, DepressB	- indicators of Depression
InstabA, InstabB	- indicators of Feelings of Instability
InsectyA, InsectyB	- indicators of Feelings of Insecurity
TotsympA, TotsympB	- total number of Symbols and Styles used
SizdadA, SizdadB	- size of Father in millimetres
SizmomA, SizmomB	- size of Mother in millimetres
SizselA, SizselB	- size of Self in millimetres
Clobspre, Clobspst, Clobsdif	- classroom observation of On-task Behaviour.

Correlations

Examination of Table 18 reveals a number of significant correlations.

Table 18

Correlations between some of the Variables for Study Four							
	NedloveA	DependA	InstabA	ConflictA	TotsympA	Clobspst	Clobsdif
IndtenA	-0.64 *0.02 13	0.25 0.41 13	0.31 0.30 13	-0.10 0.74 13	0.45 0.12 13	-0.32 0.40 9	-0.29 0.45 9
InstabA	0.26 0.38 13	-0.21 0.49 13	1.00 0.0 13	0.28 0.35 13	0.70 **0.00 13	-0.01 0.98 9	-0.33 0.39 9
SizmomA	0.06 0.84 13	-0.12 0.70 13	-0.71 **0.00 13	-0.44 0.13 13	-0.68 **0.01 13	-0.00 0.99 9	0.07 0.85 9
SizdadA	0.26 0.47 10	0.23 0.53 10	-0.20 0.58 10	-0.66 *0.04 10	-0.30 0.39 10	-0.69 0.08 7	-0.28 0.55 7
SizselB	0.43 0.29 8	0.16 0.71 8	-0.12 0.77 8	-0.46 0.25 8	0.02 0.96 8	-0.80 **0.00 9	-0.65 0.06 9

* significant at the .05 level of confidence. ** significant at the .01 level of confidence.

There is a significant positive correlation between InstabA and TotsympA but this is to be expected since the former is included in the latter score. There are significant negative correlations between SizmomA and InstabA and TotsympA indicating that the smaller the Mother figure was in the drawing, the more likely it was that there would be indications of Tension

and a higher Total symbol score. The negative correlation between SizdadA and ConflictA indicates that the smaller Father figure was, the more indications of Conflict there were likely to be in the drawing.

The post-test correlation between SizselB and Clobpst indicates that the smaller the drawing of Self was, the higher the percentage of On-Task Behaviour in the classroom observation was likely to be.

Multivariate Analyses of Variance

There were no significant results in the pre-test Manovas at all. In the post-test results, there were significant results but in every case, one of the comparison classes contained only one or two observations. For instance, there was a statistically significant difference between boys (mean = 0.14) and girls (mean = 2.00) for Dependency at post-test. The result indicates that the girls included more indications of Dependency in their drawings than the boys but there were only two girls in the analysis compared with seven boys.

There were significant group effects for ConflictB, SizmomB, and SizdadB but for the first of these there were only two children in the control group and for the latter two variables there was only one.

However, the results as they appeared indicated that the treatment group (mean = 1.57) included more indications of Conflict in drawings than did the control group (mean = 0). For SizdadB and SizmomB, the child in the control group produced much larger drawings of these figures than did the children in the treatment group.

4. DISCUSSION

The children in this study responded well to the programme. They were willing to try all of the activities initially and responded eagerly to the chance to earn stickers. However, at session five, there was a discussion concerning venue because on arrival in the room, Researcher found that there were a

number of cartons of guitars on the floor and some had been put on trial racks on the wall. This meant that the children now had to be careful how they moved around the room but after discussion they decided that they wanted to keep using that room.

Session 16 was a particularly bad one. The school choir had come into the room at the beginning and became quite aggressive when asked to leave. This unsettled the children in the group so that they found all the activities quite difficult and needed a lot of direction. Three of the boys were resistant to the activities and one did not participate at all. As a result of this, Researcher decided to discuss the group activities with the children during the next session and from then on they helped to plan them. The main activity was always decided on by majority decision and when there was a split decision, as occurred occasionally, the session was divided up so that both activities could be included. From then on, most of the sessions were excellent. Individuals would sometimes have a day when they found it difficult to participate but on the whole the sessions were successful.

At session 25, the group arrived at the room to find it now contained boxes of guitars, boxes of ukeleles, boxes of plastic bags for the school students to sell, a piano, guitars on the wall, and about half the available floor space that there had been originally. Since it was so close to the end of the programme, the decision by the group was to stay in that room rather than go to different one.

The Researcher's overall impression of this programme was that it was successful although it was interesting to note that in general the teachers of these children took no interest in it at all and never discussed their students with Researcher.

OBSERVED EFFECTS OF THE PROGRAMME

NA ...was a quiet responsible girl who was referred because she lacked confidence. This was evident in the group because at first she tended to follow the ideas of others in the group. She made friends with LA, the other girl and they tended to choose similar themes for drawings and talk to each other during craft type activities. It was interesting to note that, compared to the other students in the group, by session 4, NA appeared to be quite confident and outgoing. She was never a problem in the group and usually took a lot of care in the activities. On one occasion when the children were using the marimbas, she did a beautiful improvisation with one of the boys. She seemed quite talented, yet in the evaluation during the last session, she commented that she did not like playing the instruments.

LA ...was the other girl in the group and at first she seemed very sensible and able. However, as the sessions progressed it was evident that she needed lots of positive feedback and seemed to lack confidence. When drawing or using modelling clay, she copied the others' ideas. At times she appeared to make up stories about what had been happening for her so that she would get the same attention that someone else in the group had received. She was eager to please and brought tapes along to use in the session. At session 6 she was upset because she was missing out on running practice but she was told that she could go if she wanted except that she would have to make a decision about whether she wanted to come to Movement or go to running before the next session. She made her decision and chose group. LA tried hard in the group but never became independent. She needed a lot of attention and at times her demands could be rather overwhelming. However, she appeared to enjoy the sessions.

CY ...was a boy of lower ability than most of the other children. He was part maori and talked quite slowly. He was very lacking in confidence and

would copy the ideas of others whenever he drew or made models. He began to make more independent movements around session 15 and at session 18 made a picture without copying anyone else. It was abstract and quite beautiful. He also made beautiful music on the marimbas when it was his turn to improvise. From this session on his confidence increased quite markedly and he rarely copied after this. He was usually hard-working and cooperative and a very pleasant member of the group.

JN ...was referred because he was a behaviour problem. He was the tallest child in the group and sometimes appeared to be very mature for his age and at others was quite immature. His behaviour in the group depended very much on what had been happening at home or in the classroom, and it seems that he got into a lot of trouble in both places. He had an attractive personality but sometimes would withdraw and be unwilling to talk at all. He was friends with CY and they usually arrived together. He was musical and loved moving to music. He also had a lovely singing voice and in one session spontaneously burst into song followed quite quickly by the other children. The group seemed to be a refuge for him because it was one place where he could be without constantly getting into trouble. He also had talent as an artist and drew detailed pictures with shading and other artistic effects. He seemed to carry a lot of responsibility at home, a fact which was confirmed in a later conversation with his mother, and in many ways it seemed that the adults in his life were expecting too much of him. His attendance in the group did not "cure" his problems at school and at home, but it gave him a place to be safe for two hours a week.

CG ...was a lively, independent, and at times stubborn boy. He was very fit physically, and loved to lead in "Follow the Leader", thinking up movements which left the rest of the group out of breath and unable to keep up. He appeared to enjoy the Movement to Music, although in the evaluation at the end he said that he disliked it. He was talented at drawing

and usually drew using green. When he made models with modelling clay, he also chose shades of green and used yellow for contrast. He had a wonderful imagination and used it to full effect in all of the activities. He was musically talented, moved gracefully and athletically, and drew well also. Yet at times, he could be quite spiteful towards the other children. There were quite significant problems in his family and he was adding to them by making unreasonable demands of his mother. The reason for his referral was that he was "non-attentive" but this was never a problem in group.

KL ...was a small boy who usually arrived earlier than the other children. When he was by himself, he was cooperative and pleasant but when the others arrived, he could become disruptive and noncompliant. His behaviour varied from calm and cooperative to volatile and frustrated outbursts. At times it was difficult to contain him in the classroom. He attended for eleven sessions before going to Health Camp for a stay. There were some very disturbing events in his life and he needed a residential programme to deal with these.

RD ...was well-below average in intellectual ability and was in a world of his own quite a bit of the time. Initially, he rarely answered when spoken to but then would talk rapidly when others were taking their turn. He worked very competently in the art and craft activities, and also enjoyed the instruments. He loved to hit everything hard and on one occasion, he was so energetic that the end came off the hammer he was using. It would have been beneficial for him if there had been a large drum available. Instructions to him had to be clear and simple for his receptive vocabulary was limited in comparison with the other children. The other children accepted him well and never ridiculed him or teased him. However, on one occasion someone did upset him and he followed the person right around the room to return the punch. He could be very stubborn at times but usually worked at the activities enthusiastically.

DY ...was referred because he was withdrawn but that was not a good description for his behaviour in the group. He tended to annoy other children at first but then in the fifth session did some superb work. However, he attended only one more session and then stopped coming. For a few sessions, the other children reported that he was at school but did not want to attend the group and then he left to go to another school.

This programme appeared to be successful in that the children formed a cohesive group and gradually learned to respect and care for each other. There were a lot of disruptions to the group, and there were a lot of traumatic events happening in their lives, but they were able to use the group in a constructive way to deal with some of these issues. This group was more willing than any of the others to discuss the things that were worrying them and consequently, it was much easier for the Researcher and the other children to give support when needed. The teachers at the school were not interested in the group or what happened there so there was little feedback from them about how the children were functioning in the classroom. The statistical analyses gave very little information about the effect of the programme because of the large number of children lost to the study at follow-up. This school had a particularly high turn over of pupils each year. According to the Principal, it could lose as many as fifty percent of its pupils in a year, balanced by a constant influx of new students.

Whatever the effect in the classroom, this programme appears to be a useful one for children of this age group, particularly when the children have a say in the day to day activities.

CHAPTER TEN

CONCLUSIONS

The original hypotheses for Study One were not upheld for two reasons. Firstly, Movement to Music did not appear to be the most effective mode of therapy for either disruptive or quiet children. Many of the subjects in all four studies felt embarrassed and uneasy when involved in Movement to Music. In general, young people, whether six years old or sixteen years old felt more comfortable, and were more willing to participate, when involved in art or craft activities. Since there is usually limited time available for therapy in schools, it would seem more useful to choose a treatment which encourages participation as quickly as possible, and art, although not used as therapy in this research, appears to meet this need.

Group counselling which was included as a contrast therapy, in this research was not a particularly useful method of therapy either. As with Movement to Music there were some children who found this process embarrassing and uncomfortable and were unwilling to reveal their feelings. Others were able to reveal feelings about some things but then found it difficult to cope with the response that they received from members of the group.

Consideration of the results of these studies suggested that neither of the above methods of therapy was effective with the groups of children included in studies one. Furthermore, Movement to Music was not an appropriate choice for the students in Study Two although some of these young people responded to other activities.

The second reason that the original hypotheses were not upheld was that, according to one body analyst, six months was not long enough to see measurable changes in the subjects' body structures and consequently, this aspect of development was not measured. The research did show that

children at a young age begin to adapt physically to their life experiences, and that these "holding patterns" are observable. The results also indicated that the interpretation of those holding patterns correlated with interpretations of the children's drawings, and that there were distinct differences between children depending on sex and depending on school.

Studies Three and Four demonstrated that, although not proven statistically, Movement to Music could be used effectively as part of a total programme. If other "safer" activities such as drawing, modelling with clay, or action songs were used in the early stages, the children felt more comfortable with Movement to Music later in the programme.

These studies also showed that some children really enjoy movement to music and find it difficult not to dance when appealing music is played.

There were many influences on these studies which could not be controlled for and these appeared to have an effect on the outcome of the research. For instance, children who had teachers that were supportive of the programme appeared to participate in the programmes more fully. Some teachers appeared to regard the sessions as a privilege and used them as a means of rewarding or punishing the child for things that occurred in the classroom. There were occasions when children were not allowed to attend sessions because they had not completed work in the classroom. This seemed to be counter-productive for both the teacher and the child since one of the purposes of the therapy sessions was to assist these children to become better participating members of their classes.

Another factor which affected the outcome was the loss of data through subjects changing school, and also through parents not returning questionnaires. A third loss occurred because a research assistant left the programme she was involved in and was unable to undertake the follow-up observations. In some instances, so few subjects remained at post-test that results could not be interpreted meaningfully.

INFLUENCES ON THE EFFECTIVENESS OF PROGRAMMES

As the research progressed a number of conditions began to emerge that had an obvious effect on the success, or otherwise, of the programmes.

1. Group Leader

Although leaders were not appointed for the groups, there were children who began to emerge as natural leaders. These children appeared to have charisma and other children looked to them as role models. In several instances, the degree of participation of the children in general depended on how enthusiastically that "leader" participated. Furthermore, if the "leader" was away from group for any reason, the other children appeared to lose their enthusiasm and motivation in their absence.

2. Compatibility of Group Members

Family groupings of subjects, in most instances, were not successful. The groups functioned more effectively when the participants were closer in age and when there was not an overabundance of disruptive children. When the age range was limited in this way, the balance of sexes was not such an issue.

3. Setting

The venue for sessions was very important. There needed to be a restriction on the space available and a limited number of distracting pieces of equipment in the room. Classrooms appeared to be more appropriate for these groups, especially if they were rooms that the children had already used for other reasons.

4. Degree of Disturbance in Children

Group therapy alone was not sufficient for some of the children in the programme. In some instances, the children were severely disturbed with very long-standing problems and needed to be treated individually as well as in group. In fact, some of them needed considerable individual assistance before they would be ready to participate in a group.

5. Length of Sessions and Programmes

Forty-five minutes appeared to be the optimal length of session. Shorter times did not allow the children to settle in and feel part of the group, whilst longer sessions of an hour were too long for some children. They lost their concentration and became restless if kept for that length of time.

The first two studies which had programmes of nine and six sessions respectively were not long enough to allow the groups to become cohesive units in most instances. In contrast, the third and fourth studies which were twenty-eight sessions long were effective in this respect. It is possible that they could have been reduced to perhaps twenty sessions but this would need to be researched for some of the children began to show real gains quite late in the programmes.

Twice-weekly sessions in the latter two programmes also appeared to contribute to their success. The bond between the subjects was enhanced by more frequent contact as was the bond with Researcher.

6. Group Size

The groups in Studies One and Two included nine or ten subjects in most instances compared with eight subjects for Studies Three and Four. The smaller groups were better for the participants each received a larger share of attention from Researcher, and they also appeared to bond more easily to each other. Study Four included only six students in the final stages of the treatment because of two subjects leaving and this number was also appropriate. However, if the numbers were less than five, the participants began to feel less comfortable about discussing personal issues than if there were between five and eight in the group.

7. Choice

The children were more willing to participate when they took part in planning the activities for the day. They were more enthusiastic if they brought music and it was used as part of the session, and also if they suggested activities and these were included. They were willing to abide by democratic decisions when they could see the fairness of the outcome.

8. Stickers as Reinforcement

The use of stickers with younger children was an important means of gaining their cooperation in the early stages of the programme. Later when they had been in the programmes for a few weeks, the stickers were not so crucial, although the children still valued them. They appeared to motivate the children to control their own behaviour so that the focus of the sessions could be activities rather than behaviour.

9. Mixed Activities

The use of a variety of activities was an advantage for it meant that the sessions were rarely boring and if a subject did not like one particular activity, such as playing percussion instruments, more often than not, there would be other activities that were enjoyable occurring elsewhere in the programme.

10. Structured vs Unstructured Activities

In most instances, the subjects responded better to structured activities in the initial stages than unstructured. Structure appeared to assist them to become part of the group and was less threatening than improvisation. The exercises used (yoga and Kum Nye) were particularly valuable in assisting the children to bring themselves wholeheartedly into the group. They enabled the students to focus more easily and assisted them to control their energy. Even the most disruptive students were usually willing to participate in exercises.

In some instances, they were also used at the close of sessions, depending on what had preceded and were again valuable in calming the students and assisting them to focus.

FUTURE RESEARCH

The programmes developed in studies three and four appeared to be successful, particularly with seven to nine year old children. Future research could determine whether these types of programmes would be equally

successful with subjects of other ages. It would also be interesting to know whether they would be as effective if shortened.

It appears that children's chronic disruptive behaviour patterns are not only due to difficulties with learning. The evidence from this research suggests that at an early age, many children are responding physiologically to their life experiences and beginning to develop chronic holding patterns in their bodies which in turn influence the way that they respond to life. It is important to discover to what degree bodily holding patterns in children can be reversed, and whether the programmes mentioned above, have an impact in this respect.

It is also important to determine whether programmes using bioenergetic techniques would have a beneficial effect on children's ability to learn, and whether such a method of therapy would have an effect on the learning behaviour of children who have long-term patterns of disruptive and uncooperative behaviour.

The challenge is now to identify children for whom this is happening, and to assist them to develop responses to their environments which protect them and, at the same time, enable them to function without "contracting" physically.

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- Shaking Hands Loose. Ex.55, p.93.
- Shaking Loose. Ex.15, p.62
- Slow Jumping. Ex.16, p.63.
- Weight on One Leg with Knee Bent. Ex.19, p.64.

From: *Kum Nye Relaxation, Part 1.*

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- Calming Inner energy. Ex.25, p.177.
- Flying. Ex.22, p.169.
- Healing Body and Mind. Ex.21, P.166.
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- idi
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APPENDIX A

Questionnaires including:

Classroom Observation Record Sheet

K-F-D Analysis Sheet

K-F-D Analysis Sheet 2.

Parent Rating Scale (Pre-Test)

Parent Rating Scale (Post-Test)

Parent Rating Scale Scoring Sheet

Piers-Harris Self-Concept Scale (Adaptation)

Questionnaire - Photo Analysis

Teacher Rating Scale (Pre-Test)

Teacher Rating Scale (Post-Test)

Teacher Rating Scale Scoring Sheet

CLASSROOM OBSERVATION RECORD SHEET

CHILD'S NAME:

DATE:

SCHOOL

ROOM NO.

0-4mins	5-9mins	10-14mins
15-19mins	20-24mins	25-29mins
30-34mins	35-39mins	40-44mins
45-49mins	50-54mins	55-60mins

Activities ObservedSubjectTime

.....

.....

.....

.....

.....

.....

Comments

K-F-D ANALYSIS SHEET

NAME: _____

AGE: _____

1. STYLE(s)

- A. Compartmentalization
- B. Edging
- C. Encapsulation
- D. Folded Compartmentalization
- E. Lining on the Bottom
- F. Lining on the Top
- G. Underlining Individual Figures

2. SYMBOL(S)

- A. _____ D. _____
- B. _____ E. _____
- C. _____ F. _____

3. (A) ACTIONS OF INDIVIDUAL FIGURES

Figure	Action
1. Self	_____
2. Mother	_____
3. Father	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____

(B) ACTIONS BETWEEN INDIV. FIGURES

Figure	Action	Recipient
1. Self	_____	_____
2. Mother	_____	_____
3. Father	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____

4. CHARACTERISTICS OF INDIVIDUAL K-F-D FIGURES

A. Arm Extensions F. Omission of Body Parts

- | | |
|--------------------|--------------------|
| 1. Self 5. _____ | 1. Self 5. _____ |
| 2. Mother 6. _____ | 2. Mother 6. _____ |
| 3. Father 7. _____ | 3. Father 7. _____ |
| 4. _____ 8. _____ | 4. _____ 8. _____ |

B. Elevated Figures G. Omission of Figures

- | | |
|--------------------|--------------------|
| 1. Self 5. _____ | 1. Self 5. _____ |
| 2. Mother 6. _____ | 2. Mother 6. _____ |
| 3. Father 7. _____ | 3. Father 7. _____ |
| 4. _____ 8. _____ | 4. _____ 8. _____ |

C. Erasures

- 1. Self 5. _____
- 2. Mother 6. _____
- 3. Father 7. _____
- 4. _____ 8. _____

H. Picasso Eye

- 1. Self 5. _____
- 2. Mother 6. _____
- 3. Father 7. _____
- 4. _____ 8. _____

D. Figures on Back

- 1. Self 5. _____
- 2. Mother 6. _____
- 3. Father 7. _____
- 4. _____ 8. _____

I. Rotated Figures

- 1. Self 5. _____
- 2. Mother 6. _____
- 3. Father 7. _____
- 4. _____ 8. _____

E. Hanging

- 1. Self 5. _____
- 2. Mother 6. _____
- 3. Father 7. _____
- 4. _____ 8. _____

5. K-F-D GRID

A. Height

- 1. Self _____ 5. _____
- 2. Mo _____ 6. _____
- 3. Fa _____ 7. _____
- 4. _____ 8. _____

B. Location of Self

C. Distance of Self from:

Mother _____
 Father _____
 Other (specify) _____

K-F-D ANALYSIS SHEET 2

STYLES

COMPART	0 1 2 3 4
EDGING	0 1 2 3 4
ENCAPS	0 1 2 3 4
FOLCOM	0 1 2 3 4
LINBOT	0 1 2 3 4
LINTOP	0 1 2 3 4
UNDLIF	0 1 2 3 4
BIRDIV	0 1 2 3 4

ACTIONS

ACTDAD	0 1 2 3 4 5 6 7 8
ACTMOM	0 1 2 3 4 5 6 7 8
ACTSEL	0 1 2 3 4 5 6 7 8
COMDAD	0 1 2 3 4 5 6
COMMOM	0 1 2 3 4 5 6
COMSEL	0 1 2 3 4 5 6
COOPDA	0 1 2 3 4
COOPMA	0 1 2 3 4
COOPSE	0 1 2 3 4
NURDAD	0 1 2 3 4 5 6 7
NURMOM	0 1 2 3 4 5 6 7
NURSEL	0 1 2 3 4 5 6 7
TENDAD	0 1 2 3
TENMOM	0 1 2 3
TENSEL	0 1 2 3

POSITION

ASCDAD	1 2 3 4 5 6
ASCMOM	1 2 3 4 5 6
ASCSEL	1 2 3 4 5 6
BARRMD	0 1 2 3 4 5 6 7 8
BARRSD	0 1 2 3 4 5 6 7 8
BARRSM	0 1 2 3 4 5 6 7 8
ORDM	0 1
ORDS	0 1
ORMD	0 1
ORMS	0 1
ORSM	0 1
ORSO	0 1

INDTEN
 NEDLOVE
 CONFLCT
 ANXTY
 DEPEND
 DEPRESS
 INSTAB
 TOTSYMP

NAME: _____

DATE: _____

FIG. CHARACTS.

ARMDAD	0 1 2 3 4 5 6
ARMMOM	0 1 2 3 4 5 6
ARMSEL	0 1 2 3 4 5 6
BODDAD	0 1 2 3 4 5
BODMOM	0 1 2 3 4 5
BODSEL	0 1 2 3 4 5
EYEDAD	0 1 2
EYEMOM	0 1 2
EYESEL	0 1 2
FACDAD	0 1 2 3 4
FACMOM	0 1 2 3 4
FACSEL	0 1 2 3 4
FACEXD	0 1 2 3 4 5
FACEXM	0 1 2 3 4 5
FACEXS	0 1 2 3 4 5
FEEDAD	0 1 2 3 4
FEEMOM	0 1 2 3 4
FEESSEL	0 1 2 3 4
NOSIBS	0 1 2 3 4 5 6 7 8
PARMSM	1
PARMSD	1
PARMSB	1
SEX	M F
SIZDAD	
SIZMOM	
SIZESEL	
TEEDAD	0 1
TEEMOM	0 1
TEESEL	0 1

Child No. _____

Dear Parent,

Thank you for allowing your child to take part in my study. So far everything is going to plan. I now need this questionnaire to be filled in before I can move on to the next part of the study. Could you please fill it in as soon as possible and return it to me in the enclosed envelope before April 22nd. You will see that for each statement there are four possible answers on the right side of the page. There are no right or wrong answers. Please put a ring around the answer that you think is best for your child.

U stands for - Usually
 S stands for - Sometimes
 NO stands for -Not Often
 N stands for - Never

USUALLY
 SOMETIMES
 NOT OFTEN
 NEVER

- | | | | | |
|---|---|---|----|---|
| 1. My child gets on well with adults..... | U | S | NO | N |
| 2. My child gets on well with other children..... | U | S | NO | N |
| 3. My child asks for help and/or attention..... | U | S | NO | N |
| 4. My child likes to be leader in a group..... | U | S | NO | N |
| 5. My child plays well in a group of children..... | U | S | NO | N |
| 6. My child plays alone..... | U | S | NO | N |
| 7. My child is shy..... | U | S | NO | N |
| 8. My child is good at doing jobs at home..... | U | S | NO | N |
| 9. My child takes good care of his/her belongings..... | U | S | NO | N |
| 10. My child is confident in his/her ability..... | U | S | NO | N |
| 11. My child is happy..... | U | S | NO | N |
| 12. My child gets tense and anxious..... | U | S | NO | N |
| 13. My child is active and "on the go"..... | U | S | NO | N |
| 14. My child is honest..... | U | S | NO | N |
| 15. My child is able to control his/her temper..... | U | S | NO | N |
| 16. My child does not cope well with being told off..... | U | S | NO | N |
| 17. My child thinks well and has good ideas..... | U | S | NO | N |
| 18. My child can work well at games or hobbies..... | U | S | NO | N |
| 19. My child can find things to do by himself/herself
during spare time..... | U | S | NO | N |
| 20. My child enjoys his/her school work..... | U | S | NO | N |

Date.....

Child No. _____

Dear Parent,

I have now reached the final stage of this part of my research and once again need your help in answering this questionnaire. Could you please fill it in and return to me as soon as possible. Once again there are no right or wrong answers, and as before, please put a ring around the answer that is best for your child. Please do this for each question.

Could you also please answer the following questions.

Child's weight at birth _____

How many weeks of pregnancy were completed when this child was born? _____

	USUALLY	SOMETIMES	NOT OFTEN	NEVER
1. My child gets on well with adults.....	U	S	NO	N
2. My child gets on well with other children.....	U	S	NO	N
3. My child asks for help and/or attention.....	U	S	NO	N
4. My child likes to be leader in a group.....	U	S	NO	N
5. My child plays well in a group of children.....	U	S	NO	N
6. My child plays alone.....	U	S	NO	N
7. My child is shy.....	U	S	NO	N
8. My child is good at doing jobs at home.....	U	S	NO	N
9. My child takes good care of his/her belongings.....	U	S	NO	N
10. My child is confident in his/her ability.....	U	S	NO	N
11. My child is happy.....	U	S	NO	N
12. My child gets tense and anxious.....	U	S	NO	N
13. My child is active and "on the go".....	U	S	NO	N
14. My child is honest.....	U	S	NO	N
15. My child is able to control his/her temper.....	U	S	NO	N
16. My child does not cope well with being told off.....	U	S	NO	N
17. My child thinks well and has good ideas.....	U	S	NO	N
18. My child can work well at games or hobbies.....	U	S	NO	N
19. My child can find things to do by himself/herself during spare time.....	U	S	NO	N
20. My child enjoys his/her school work.....	U	S	NO	N

Date.....

Parent Rating Scale

Child No : _____

Date : _____

PERSONAL ADJUSTMENT		SOCIAL RELATIONSHIPS		APPROACH TO WORK	
Item No.	Score	Item No.	Score	Item No.	Score
1	4 3 2 1	1	4 3 2 1	3	1 2 3 4
2	4 3 2 1	2	4 3 2 1	8	4 3 2 1
3	1 2 3 4	4	2 4 2 1	9	4 3 2 1
4	2 4 2 1	5	4 3 2 1	17	4 3 2 1
7	1 2 3 4	6	1 3 4 2	18	4 3 2 1
10	4 3 2 1	14	4 3 2 1	19	4 3 2 1
11	4 3 2 1			20	4 3 2 1
12	1 2 3 4				
13	4 3 2 1				
14	4 3 2 1				
15	4 3 2 1				
16	1 2 3 4				
19	4 3 2 1				
Sub Total		Sub Total		Sub Total	

Total Score : _____

PIERS-HARRIS SELF-CONCEPT SCALE
(Adaptation for this Research)

Here are some ideas. Some of them are true for you and so you will put a circle around the yes, some of them are not true for you so you will put a circle around the no. Answer every question even if some are hard to decide, but do not put a circle around both the yes and the no. Remember, circle the yes if the idea is usually like you, or circle the no if the idea is not like the way you usually are. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

- | | | | |
|-----|--|-----|----|
| 1. | My classmates make fun of me..... | yes | no |
| 2. | I am a happy person..... | yes | no |
| 3. | It is hard for me to make friends..... | yes | no |
| 4. | I am often sad..... | yes | no |
| 5. | I am clever..... | yes | no |
| 6. | I am shy..... | yes | no |
| 7. | I get nervous when the teacher asks me a question..... | yes | no |
| 8. | The way I look bothers me..... | yes | no |
| 9. | When I grow up, I will be an important person..... | yes | no |
| 10. | I get worried when we have tests in school..... | yes | no |
| 11. | I am not well-liked..... | yes | no |
| 12. | I am well behaved in school..... | yes | no |
| 13. | It is usually my fault when something goes wrong..... | yes | no |
| 14. | I cause trouble to my family..... | yes | no |
| 15. | I am strong..... | yes | no |
| 16. | I have good ideas..... | yes | no |
| 17. | I am an important member of my family..... | yes | no |
| 18. | I usually want my own way..... | yes | no |
| 19. | I am good at making things with my hands..... | yes | no |
| 20. | I give up easily..... | yes | no |
| 21. | I am good in my school work..... | yes | no |
| 22. | I do many bad things..... | yes | no |
| 23. | I can draw well..... | yes | no |
| 24. | I am good in music..... | yes | no |
| 25. | I behave badly at home..... | yes | no |
| 26. | I am slow in finishing my school work..... | yes | no |
| 27. | I am an important member of my class..... | yes | no |

28.	I am nervous.....	yes	no
29.	I have pretty eyes.....	yes	no
30.	I can give a good talk in front of the class.....	yes	no
31.	In school I am a dreamer.....	yes	no
32.	I pick on my brother(s) and sister(s).....	yes	no
33.	My friends like my ideas.....	yes	no
34.	I often get into trouble.....	yes	no
35.	I do what I'm told at home.....	yes	no
36.	I am lucky.....	yes	no
37.	I worry a lot.....	yes	no
38.	My parents expect too much of me.....	yes	no
39.	I like being the way I am.....	yes	no
40.	I feel left out of things.....	yes	no
41.	I have nice hair.....	yes	no
42.	I often offer to do things in school.....	yes	no
43.	I wish I were different.....	yes	no
44.	I sleep well at night.....	yes	no
45.	I hate my school.....	yes	no
46.	I am among the last to be chosen for games.....	yes	no
47.	I am sick a lot.....	yes	no
48.	I am often mean to other people.....	yes	no
49.	My classmates in school think I have good ideas.....	yes	no
50.	I am unhappy.....	yes	no
51.	I have many friends.....	yes	no
52.	I am cheerful.....	yes	no
53.	I am dumb about most things.....	yes	no
54.	I am good looking.....	yes	no
55.	I have lots of energy.....	yes	no
56.	I get into lots of fights.....		
57.	I am popular with boys.....		
58.	People pick on me.....	yes	no
59.	My family is disappointed in me.....	yes	no
60.	I have a nice face.....	yes	no
61.	When I try to make something, everything seems to go wrong.....	yes	no
62.	I am picked on at home.....	yes	no

63.	I am leader in games and sports.....	yes	no
64.	I am clumsy.....	yes	no
65.	In games and sports, I watch instead of play.....	yes	no
66.	I forget what I learn.....	yes	no
67.	I am easy to get along with.....	yes	no
68.	I lose my temper easily.....	yes	no
69.	I am popular with girls.....	yes	no
70.	I am a good reader.....	yes	no
71.	I would rather work by myself than with others.....	yes	no
72.	I like my brother (sister).....	yes	no
73.	I like the shape of my body.....	yes	no
74.	I am often afraid.....	yes	no
75.	I am always dropping or breaking things.....	yes	no
76.	I can be trusted.....	yes	no
77.	I am different from other people.....	yes	no
78.	I think bad thoughts.....	yes	no
79.	I cry easily.....	yes	no
80.	I am a good person.....	yes	no

QUESTIONNAIRE - PHOTO ANALYSIS

Child No:.....

D.O.B.....

Instructions

Please circle the appropriate number
according to the following key:

1 = No evidence (NE)

2 = Slight evidence (SE)

3 = Definite evidence (DE)

4 = Very definite evidence (VDE)

NE SE DE VDE

1. (a) To what degree do you see evidence in
this child for the early establishment
of character?

1 2 3 4

(b) What evidence do you see? Specify.

NE SE DE VDE

2. (a) To what degree do you see evidence in
this child for the early establishment
of responsive habits?

1 2 3 4

(b) What evidence do you see? Specify.

3. To what degree are any of the following
attitudes predominant in the assumptions
of this child?

Life is...

A. Frightening.....
Specify evidence.

1 2 3 4

B. Life-threatening.....
Specify evidence.

1 2 3 4

C. Depriving
Specify evidence.

1 2 3 4

	NE	SE	DE	VDE
D. Invasive, disrespectful of limits..	1	2	3	4
Specify evidence. _____				

E. Distorting.....	1	2	3	4
Specify evidence. _____				

4. (a) Is there any other assumption evident in this child? _____

(b) If yes, specify. _____

(c) To what degree is this/these assumption(s) evident?	1	2	3	4
---	---	---	---	---

(d) What evidence do you see? _____

Thank you for your participation in this research.
Your cooperation is very much appreciated.

Date completed _____

Child No. _____

Dear Teacher,

Thank you for assisting me with my research. So far things are going reasonably well. I now need this questionnaire to be completed before I can move on to the next part of the study. Could you please fill it in for each child as soon as possible and return to me via the Principal of your school. You will see that for each statement, there are four possible answers on the right side of the page. There are no right or wrong answers. Please put a ring around the answer that you feel is most appropriate for the child concerned.

	USUALLY	SOME TIMES	HOT OR COLD	NEVER
1. This child gets on well with adults.....	U	S	NO	N
2. This child gets on well with other children.....	U	S	NO	N
3. This child asks for help and/or attention.....	U	S	NO	N
4. This child likes to be leader in a group.....	U	S	NO	N
5. This child plays well in a group of children.....	U	S	NO	N
6. This child plays alone.....	U	S	NO	N
7. This child is shy.....	U	S	NO	N
8. This child is good at taking responsibility.....	U	S	NO	N
9. This child takes good care of his/her belongings.....	U	S	NO	N
10. This child is confident in his/her ability.....	U	S	NO	N
11. This child is happy.....	U	S	NO	N
12. This child gets tense and anxious.....	U	S	NO	N
13. This child is active and "on the go".....	U	S	NO	N
14. This child is honest.....	U	S	NO	N
15. This child is able to control his/her temper.....	U	S	NO	N
16. This child does not cope well with criticism.....	U	S	NO	N
17. This child thinks well and has good ideas.....	U	S	NO	N
18. This child can work well at games or hobbies.....	U	S	NO	N
19. This child can find things to do by himself/herself during spare time.....	U	S	NO	N
20. This child enjoys his/her school work.....	U	S	NO	N
21. This child is well motivated toward school work.....	U	S	NO	N

Date completed _____

Child No. _____

Dear Teacher,

I have now reached the final stage of this part of my research and once again need your help in answering this questionnaire. Could you please fill it in and return to me as soon as possible. Once again there are no right or wrong answers, and as before, please put a ring around the answer that is best for your child. Please do this for each question.

	USUALLY	SOMETIMES	NOT OFTEN	NEVER
1. This child gets on well with adults.....	U	S	NO	N
2. This child gets on well with other children.....	U	S	NO	N
3. This child asks for help and/or attention.....	U	S	NO	N
4. This child likes to be leader in a group.....	U	S	NO	N
5. This child plays well in a group of children.....	U	S	NO	N
6. This child plays alone.....	U	S	NO	N
7. This child is shy.....	U	S	NO	N
8. This child is good at taking responsibility.....	U	S	NO	N
9. This child takes good care of his/her belongings.....	U	S	NO	N
10. This child is confident in his/her ability.....	U	S	NO	N
11. This child is happy.....	U	S	NO	N
12. This child gets tense and anxious.....	U	S	NO	N
13. This child is active and "on the go".....	U	S	NO	N
14. This child is honest.....	U	S	NO	N
15. This child is able to control his/her temper.....	U	S	NO	N
16. This child does not cope well with criticism.....	U	S	NO	N
17. This child thinks well and has good ideas.....	U	S	NO	N
18. This child can work well at games or hobbies.....	U	S	NO	N
19. This child can find things to do by himself/herself during spare time.....	U	S	NO	N
20. This child enjoys his/her school work.....	U	S	NO	N
21. This child is well motivated toward school work.....	U	S	NO	N

Teacher Rating Scale

Child No : _____

Date : _____

PERSONAL ADJUSTMENT		SOCIAL RELATIONSHIPS		APPROACH TO WORK	
Item No.	Score	Item No.	Score	Item No.	Score
1	4 3 2 1	1	4 3 2 1	3	1 2 3 4
2	4 3 2 1	2	4 3 2 1	8	4 3 2 1
3	1 2 3 4	4	2 4 2 1	9	4 3 2 1
4	2 4 2 1	5	4 3 2 1	17	4 3 2 1
7	1 2 3 4	6	1 3 4 2	18	4 3 2 1
10	4 3 2 1	14	4 3 2 1	19	4 3 2 1
11	4 3 2 1			20	4 3 2 1
12	1 2 3 4				
13	4 3 2 1				
14	4 3 2 1				
15	4 3 2 1				
16	1 2 3 4				
19	4 3 2 1				
Sub Total		Sub Total		Sub Total	

Total Score : _____

APPENDIX B

THERAPY SESSIONS

1. Content of Therapy Sessions Study One.
 - a. Counselling School A.
 - b. Counselling School B.
 - c. Art School A.
 - d. Art School B.
 - e. Movement to Music School A.
 - f. Movement to Music School B.
2. Content of Therapy Sessions Study Two.
 - a. Group 1 - Exercises to Music.
 - b. Group 2 - Movement to Music.
 - c. Group 3 - Exercises and Movement to Music.
3. Content of Therapy Sessions Study Three.
4. Content of Therapy Sessions Study Four.

1. Explanation about the group and how it would be operating.
For example, "What this is all about...all of you come at some time in the last few weeks and answered lots of questions and drawn a picture, and have been photographed and all of those things, and at the time, we explained that we were doing a study about children. Now this is actually the next part of the study. And this group of ten are going to meet on Tuesday and again on Friday and this will be known as the counselling group. What we will be doing for forty-five minutes is spending some time talking...twice a week for eight weeks. So today Tuesday you come at this time, one o'clock, and on Fridays you will come at eleven o'clock.
These cushions are ones that I have brought from my home. If any of you want to bring your own, like if you have a favourite cushion from home and want to bring your own and keep it at school, we'll keep it together in that room.
The other thing that is quite important is that what happens in this group, that what we talk about in this group, stays here. If somebody says something, you don't go and tell your friends about that. It's something that's called confidentiality."
Child..."Is it like a secret?"
Therapist..."Yes, it's like a secret in a way. It's going to make it difficult for anyone to talk if what they say is going to be said outside of this group."
2. Name Game.
Therapist introduces herself... "My name is Jan"
Person next to therapist says. "My name is Joe and this is Jan".
Next person says... "My name is Sue and this is Joe and that is Jan."
This sequence continues around the circle until everybody has been introduced.
3. Name Game plus an adjective describing how each individual is feeling.
For example... "I am anxious Jan."
"I am happy Joe and this is anxious Jan."
"I am tired Sue, this is happy Joe and that is anxious Jan."
4. Each child asked to find five words to describe him/herself.
5. Explanation of why the session was being recorded.
(For example, "Eleanor...is hearing it so that she knows what the beginning point has been for this discussion group and to hear the changes that happen for each of you over time. The study is about doing different things and seeing what difference it makes to you people.)

6. Children were asked to describe some of the qualities they like in some of the adults that are in their lives.
7. Children were asked to describe some of the things they like about their friends.
8. Part of the tape was played back so that the children could hear themselves.

Outcome:

Activity 3 gave rise to a lot of silly giggling and embarrassment. The children also interrupted each other a lot during this activity and were not willing to listen to each other. Not all of the children participated in the activities from 3 onwards. The strong children tended to dominate and the quiet ones said little, although some of the children who were being sensible got annoyed at those who were being silly.

SCHOOL A, SESSION 2.

(All children present.)

Activities:

1. Discussion about the previous session and how noisy it had been at times. Suggestions invited from the children as to how things could be different for this Session. Discussion followed about how teachers keep discipline in the classroom.
2. One child initiated a discussion about how it feels to have everybody watching...shyness and embarrassment.
Several children talked about why they do silly things and what makes them decide to stop being silly.
3. Children were invited to say something good about themselves. Something that they liked about themselves.
A discussion ensued about how the children treat the boy in the wheelchair and what he in turn was doing to upset them.
4. Game of Chinese Whispers.

Outcome

One boy kept whispering to his neighbour throughout the session, even as others spoke about his silly behaviour. Some meaningful discussion arose out of this but several children became quite noisy and disruptive when discussing the behaviour of the boy in the wheelchair. At this point, Chinese Whispers was introduced to quieten them down again. During this game, some of the younger boys objected to sitting next to girls, and some of the children deliberately changed the message as it was passing around the group.

In general, there was less embarrassment and more involvement in discussion than in the first session.

SCHOOL A, SESSION 3

(All children present)

Activities:

1. A general discussion about what had been happening in their lives since the previous session.
2. Children divided into pairs and then were to find a place in the room to talk to each other about some of the things that are important for them.
3. Children came back to the big group and were to report to the group about what was important for their partner.
4. Discussion about what to do with the people who were being disruptive and silly.
5. Discussion centring on their feelings at having a mixed group of girls and boys.

Outcome:

The children participated really well in the first two activities but when it was time to come back to the big group, some of the boys began teasing each other and would not listen. This resulted in that activity being terminated and activities 4 and 5 developed from that. The suggestion from one child that they all return to their classes early resulted in a very strong "No!" They were very clear that they wanted to continue in the group until the finishing time.

SCHOOL A, SESSION 4

(All children present.)

Activities:

1. Children invited to describe a story of "The Three Wishes".
2. Children invited to say what they would wish for if they had three wishes.
3. One child initiated a discussion about what was bothering her in the group, i.e., people talking to each other and not listening.
4. Invitation to think of three wishes for somebody else.
5. Discussion about whether wishes ever come true, and whether it is possible to help wishes come true.

Outcome:

There was plenty of interest in stories of three wishes although the children kept interrupting the therapist when she tried to tell her version.

There were a lot of suggestions as to what would be good wishes but the younger boys (6 - 9 years) lost interest quite quickly and became quite silly and disruptive. The older children (10 - 14 years) wanted to discuss the topic, except for one boy.

During Activity 3, children who were being disruptive were given the option of returning to their classrooms but they chose to stay.

There appeared to be two distinct groups in the session today.

SCHOOL A, SESSION 5.

(First session with both researcher and therapist in the group. For this session, Researcher led the group whilst Therapist acted as co-therapist. All children present.)

Activities:

1. Researcher introduced herself to the group and explained again the purpose of the group and the importance of the children to the study.
2. The children were invited to talk about things that they would like to see change. Discussion ensued about things they would like to see change in the school and their classrooms.
3. Children invited to talk about what they wanted to change in the group.
4. A discussion of prejudices arose because one of the boys did not want to sit next to a girl.
5. Discussion of some of the things that teachers do which upset or embarrass them.
6. Discussion of whether one should always tell people the truth or whether it was better to tell white lies to prevent them being hurt.
7. Discussion about what it was like living with just one parent or with a step-parent replacing a parent.
8. Children to think about what they want to discuss in the next session before they come to the session.

Outcome:

The youngest boy had a lot of difficulty sitting next to girls so was allowed to change his position. Three boys in the 8 - 9 year range lost interest after twenty minutes and became quite mischievous so were separated. The other children were interested in the discussion and participated well. The older boy who had been particularly disruptive last session seemed to be rather awed when he learned that the researcher was a psychologist and was particularly attentive during the session.

SCHOOL A, SESSION 6.

(Two boys absent.)

Activities:

1. Discussion of what the children did over the Queen's Birthday weekend.
2. Child initiated discussion of how they were picked for the particular groups in the study. Researcher's explanation was as follows: "The way that I did it was that I got all the people of one age and just put them one into each group. So that I got all the seven-year-olds and divided them up and put them one into each group, and then the eight year olds and so on. So you weren't actually "picked" to go into this group or one of the others or whatever, it was just like "drawing straws".
3. Researcher asked the children why they listen to some people and not to others. The children gave their reasons and this led onto a discussion of epilepsy and what to do when someone has a seizure.

4. This "triggered" a memory for a boy of a story his father had told him about a man who threw boiling water into the face of another when he got angry. This led to a discussion of gory and scary things they had seen on television and how they cope when they see these sorts of things.

Outcome:

All of the children were totally engrossed in the discussion today and were reluctant to finish at the end of the session.

SCHOOL A, SESSION 7

(The researcher was absent today so the therapist led the group by herself.)

Activities:

1. Therapist suggested that the group finds about three different things that could be the focus of discussion for this session. Having decided on these, the children who suggested those ideas would each stand in a different part of the room and the rest of the children would go and stand beside the person representing the idea that they most wanted to discuss.
2. Therapist also suggested that a child would be the leader of the group today with the therapist to coach him or her.
3. Two children volunteered to be leader and the others were asked to go and join the person they wanted to lead the group.
4. The chosen boy led the group for the remaining time with the therapist coaching. Ideas were sought for discussion but there was insufficient time to discuss any of them before the end of the session.

Outcome:

1. The noise level from all but two girls was very high this session.
2. One of the oldest boys had a headache and was totally uncooperative. He appeared to be acting as a catalyst. When he behaved, so did the others. When he misbehaved, so did many of the others.
3. There was a totally different atmosphere than when both therapists were taking the group. Most of the children today were non-compliant and some were openly insolent.

SCHOOL A, SESSION 8

(Researcher and Therapist present. One girl and one boy absent.)

Activities:

1. Researcher asked children if there was anything they particularly wanted to talk about. Several suggestions ensued including horror movies. Researcher said that she would prefer that they talked about things that they were afraid of.
2. Discussion evolved about various scary programmes they had seen on television and video.
3. Researcher asked children what sort of things in life frighten them. Discussion followed about dreams, dogs, videos, etc.
4. Reminder to the children that the next session would be the last.

Outcome:

Most of the children were engrossed for most of the time today. There were two minor interruptions when two children went to explore some Maths equipment in the room. When this happened, the researcher was able to continue with the discussion while the therapist brought those children back on task. As a result the interruptions were very brief and not disruptive to the group as a whole. The boy who had had the headache last session was very cooperative today and when he launched into particularly lengthy descriptions that he had seen on television, the other children just sat and listened with full attention.

All of the children appeared to like the subject matter for the discussion today.

SCHOOL A, SESSION 9

(One boy absent in Australia.)

Activities:

1. Discussion of why this group was a "talking" group rather than art. This was initiated by a child asking why they were not making "balloon things". There was acknowledgement of the fact that some of them would have preferred to be in a different group.
2. Child told the rest of the group about his weekend. His house had been robbed.
3. Other children described outings they had during the weekend.
4. Discussion about the telethon which had occurred the previous weekend.
5. All children were asked to describe their experiences of being in the group.
6. Children were told what would happen for the final part of the study, that is, some time before the end of the second term they would again do the questionnaires, the drawings, etc.

Outcome:

1. It was very difficult to get the children to listen to each other today. The boy who had been the catalyst in other sessions played that role again today. He was wearing a provocative t-shirt which belonged to an older sister. He was so uncooperative today

that he was sent back to his classroom early and after that the rest of the children became more settled.

2. Two other younger boys also became involved in a private game and refused to stop playing it.

Observation:

The school was closing an hour early today so that teachers could hold Parent interviews. That meant that the children would be going home fifteen minutes after the end of this session. It is probable that some of these children would be feeling somewhat apprehensive about the forthcoming interviews. It may have helped the children if they had been encouraged to talk about their feelings in this respect.

COUNSELLING SESSIONS SCHOOL B

SCHOOL B, SESSION 1.

(All children present)

Activities:

1. Brief discussion about the purpose of the tape-recorder and the reason for taping.
2. Introductory briefing about the group, the proposed format for sessions and the importance of confidentiality.
3. Name Game.
4. Name game plus an adjective describing how each individual is feeling.
5. The children asked to find five words to describe themselves.
6. Children asked to describe some of the qualities they like about some of the adults in their lives.
7. Children asked to describe some of the things they like about their friends.
8. Part of the tape was played back so that the children could hear themselves.

Outcome:

Two of the boys played with toys they had brought with them and were reluctant to give them up. This resulted in some of the other children beginning to misbehave in sympathy. One of these boys was non-compliant right through the session and was very difficult to involve. One shy little girl did not speak at all, not even to say her name.

SCHOOL B, SESSION 2

(All children present)

Activities:

1. Discussion centring on the fact that the children have been finding it difficult to listen to each other.
2. A child initiated discussion about his feelings for one of the girls in the group. This evolved into a personal exchange between the girl and two of the boys with the therapist mediating.
3. A child initiated discussion between the above two boys and a third boy.
4. The therapist invited each child in the group to say one good thing about themselves.
5. Game of Chinese Whispers.

Outcome:

Activities 2 and 3 resulted in a lot of angry feelings being expressed between the children and although it was helpful from the point of view that the hidden feelings had been sabotaging the group to a certain extent, the issues were not resolved by the discussion. In fact, even during Activity 4, the ideas that were expressed were still negative. For example, one child said, "I'm not stupid like the rest of them." When asked again to say something he like about himself, he said, "I'm L... and what I like about myself is that I'm not in M's class and that's what I'm happy about." It was extremely difficult to turn the children's thoughts around so that they felt positive. Even during Chinese Whispers, some of the children took advantage of the game by changing the message when it reached them to say something derogatory about someone else.

SCHOOL B, SESSION 3.

(All children present.)

Activities:

1. A general discussion about what had been happening in their lives since the previous session.
2. Children divided into pairs and then were to find a place in the room to talk to each other about some of the things that were important for them.
3. Children came back to the big group and were to report to the group about what was important for their partner.
4. Child initiated discussion about how to react to teasing. (The eldest girl hit a small boy because he said something which she considered as an insult.)
5. Child initiated discussion about what had been happening in the group today when things were not going well.
6. Children sang a song "We are the World" at their own request.

Outcome:

The children cooperated in the session until they were asked to come back to the big group. Some of them were reluctant to return and teased each other. The eldest girl was asked to go

when she hit the small boy but refused to do so. She said that she did not like being insulted and as a result of this, the children began to give suggestions as to what she could do instead of hitting people. One of the suggestions seemed as though it would work so she was given a chance to practice it in the group and then asked to practice it in the playground each time she was teased before the next session. Another discussion arose because one of the boys thought it unfair that she had stayed in the room when she had been told to go back to her class. The therapist acknowledged this and also drew attention to the good things that had arisen from the discussion after the girl had been asked to leave.

This was another difficult session, with most of the contributions coming from the older, stronger children, but it also resulted in some very positive outcomes.

SCHOOL B, SESSION 4.

(All children present.)

Activities:

1. General discussion to check whether the girl had practised the task she had been given the previous session. The children were also advised that after the holidays, they would only be having one group a week.
2. Children were invited to describe a story of "The Three Wishes."
3. Children were invited to say what they would wish for if they could have three wishes.
4. Children were invited to think of three wishes for someone else.
5. Children invited to think about whether there was anything that they could do to make their wishes come true.

Outcome:

The children were keen to think of wishes for themselves and most of the thought of material things. However, when they were asked to name wishes for someone else, they decided that the wish had to be for someone in the group, and most of them made the wishes rather unpleasant. For example, one child's wish was "I'll give C... one cent, one marble and a rubbish dump." Another's wish was "I'll give M... two crutches because she'll need them, and I'll give her a rubbish dump, and I'll make her jump out of a plane." When this fact was highlighted by the therapist, the group decided that if somebody made a stupid wish like that, then that person would forfeit his/her turn at making a wish. This suggestion worked well and the group censored wishes fairly after this.

There was a lot of noisy discussion today and one of the boys and the eldest girl constantly made snide remarks at each other and tried to get hurt the other person with these remarks. There was a lot of simmering antagonism between these two which appeared to be as a result of things that had been happening in the playground.

Most of the children were able to contribute wishes. The only person who did not was the very quiet child who had not even given her name in the first session.

SCHOOL B, SESSION 5.

(All children present. Therapist leading the group, Researcher acting as Co-Therapist.)

Activities:

1. Therapist introduced Researcher to the group and explained the new arrangements for the sessions. That is, the group would now be meeting once a week with both adults present.
2. A brief discussion about whether the children wanted to use chairs or cushions. (They had used cushions previously.)
3. The children invited to share some of the activities they had enjoyed during the holidays.
4. Researcher explained to the children why the study was being undertaken and why the discussion groups were important to the study. She also explained how the children had been divided into the various groups.
5. Therapist invited the children to share their feelings about having the Researcher join the group at this stage.
6. Discussion about the sorts of things that the children would like to do in the remaining four sessions.
7. Therapist shared her feelings about the way the children had behaved today.
8. Researcher shared her observations of the session.

Outcome:

This was an exceedingly difficult session. The children were sitting on chairs rather than cushions so were much more noisy than usual. Some of them appeared to be "showing off" with the extra adult in the group and were competing for attention by being naughty. Some children who were normally cooperative were not at all cooperative today. One of the older boys said that he was getting bored with doing the same sorts of things all the time. The eldest girl made an extremely prejudiced remark to a younger child of mixed race and remained uncooperative for most of the session.

SCHOOL B, SESSION 6.

(One boy absent.)

Activities:

1. Children asked for suggestions about what they wanted to discuss today.
2. The children who had made suggestions were asked to stand up and the other children were asked to join the person whose idea they wanted to discuss.
3. Discussion in three groups.
4. Children asked to return to the big group and L... invited to lead the group with some coaching by the therapist.

5. L... invited Researcher to say what had happened in her group.
6. L... invited others to describe what had happened in their groups.
7. L... described what had happened in his group.
8. Game of Chinese Whispers.

Outcome:

1. The children were very cooperative during Activity 1. They made several suggestions and discussed the merits of them. It took some time to form three groups for discussion because three of the children wanted to stay with their own ideas and were reluctant to go to another group when nobody supported their ideas.
2. L... proved to be quite a strong leader and told Oldest girl to go back to the class when she would not cooperate. He also told one of the boys to go and when he refused, gave him conditions under which he could stay. The other children were relatively quiet while he was leading.
3. The very shy girl was in the group joined by Researcher. This group had only three in it and in this setting, Shy girl was willing to describe something exciting that was happening in her life. This was the first time that she had spoken, other than a single whispered word, in all of the sessions.
4. Oldest girl continued to try to sabotage the session and was very antagonistic toward L... There was also a lot of antagonism between Oldest girl and another boy in the group.

Observation:

In general, the group was more cooperative today and appeared to accept L... as leader. He also reserved the right to choose the leader for the next session.

SCHOOL B, SESSION 7.

(Researcher absent because of sickness.)

Activity:

1. D... invited to be leader because he had been chosen by L... at the end of the previous session.

Outcome:

The session did not even begin a discussion today. The children were chaotic and did not even want to come in and sit down. Last week's leader was rushing in and out of the room joined by another boy. Some of the younger children who were normally very cooperative, appeared to be enjoying the chaos and joined in as well. When Therapist eventually became authoritarian, the children came to the circle but one boy immediately rushed away again and this disrupted the rest of the children again.

D... decided he did not want to be leader and when the group refused to settle down, Therapist went to each child in turn and asked him/her to return to the classroom. One of the boys who was rushing in and out of the room indicated that he had wanted to stay with his class today because they were having an Art session. L...’s teacher revealed that he had been having a really bad week prior to the session. These two together seemed to act as catalysts to upset the equilibrium of the whole group which had been rather shaky before this session. When asked to leave at the end of the session, these two were very reluctant to go. There was no group discussion at all today.

SCHOOL B, SESSION 8.

(D... absent.)

Activities:

1. Discussion about the sorts of rules needed in the group to make it work.
2. Children directed to go into groups of three to discuss rules needed for the group. Each group asked to come back with two rules.
3. Discussion of the rules suggested by some children.
4. Child (Ar...)initiated discussion about a young sibling who had died. More discussion about the composition of families.
5. Discussion about the art work lying in the room.
6. Discussion about "favourite" things.
7. R... appointed as group leader. Discussion about the previous week and what had been happening.
8. Group decision to play Chinese Whispers. Given very strong directions by group leader about behaviour expected.

Outcome:

1. L... , Oldest Girl, and Ar... were all sent back to their classes after this activity because they became totally uncooperative and very disruptive. Some of the younger quieter children began to react to their disruption and become quite excitable but most calmed down when two of them had left. One of the younger boys was unable to calm down so was also sent back to his room later in the session.
2. Activities 5 and 6 were incidental, unplanned events which occurred whilst those children were being directed to leave by Therapist. Ar... refused to leave and pottered around the back of the room so the other children were instructed to ignore him.
3. The quiet children were totally overshadowed while the noisy children were in the room but once the latter left, the others began to open out and talk more freely. The only one who still did not talk was very shy girl.

Observation:

It appeared that there were three very strong and needy children in this group, all vying for attention. They totally disrupted things when the attention shifted away from them and threw verbal "missiles" at each other to try and regain the centre of attention. At one stage when L... and Oldest Girl were challenged about their behaviour, they appeared to collaborate against the Therapist instead of against each other.

When the children played Chinese Whispers, they were quiet and cooperative and there were several games, each time ending up with the correct message.

SCHOOL B, SESSION 9.

(D... absent.)

Activities:

1. Brief discussion about the events of last session.
2. Discussion about what happens in the study after this session.
3. Children took a vote as to whether L... and Oldest Girl should stay in the session today.
4. Child demonstrated a card collection he had brought with him.
5. Discussion about what things are wise to do in an argument, or when someone calls someone else names.
6. Child initiated general discussion about Dads, sea creatures and things in museums.
7. Child initiated discussion about scary things seen on television.
8. Discussion about things that they liked doing.
9. Children were asked to give a thought about how it had been for them being in this group.

Outcome:

1. The initial part of the session was very noisy with children crashing chairs and more than one person talking at once.
2. Following Activity 2, L... and Oldest girl again broke into an argument and began crashing around the room. In doing so they hurt one of the small boys and Researcher and were sent back to their rooms. When they refused the group were asked whether they should stay and all except one of the children said that they should go. They left the room but Oldest Girl still loitered around outside of the room.
3. Following the departure of those two children, the others became really involved in the discussion.
4. The majority of the children said that they liked coming to the sessions and that they also liked it much better when L... and Oldest Girl were not there.

Observations:

There appeared to be a really deep-seated hatred between L... and Oldest Girl and it was impossible to resolve it in this group. It would probably have been more profitable to work with these two children individually, had this been possible. It was also not clear why D... was absent but it is possible that he was feeling upset about the session when he was leader of the group and the other children did not cooperate. It would have been wise to have an individual session with him also to make sure that he was alright.

OUTLINE OF ART SESSIONS

Study One

SCHOOL A, SESSION 1.

(All children present.)

Activity: Crayon Rubbings.

Method:

1. Materials required included crayons and newsprint paper.
2. The children were invited to explore the room for varied surfaces and the items brought from home by the Therapist. These included pieces of wood, combs, buttons, plastic coins, kitchen utensils, shells, stones with surface indentations, clay with bee shape.
3. After a discussion and sharing of ideas, the children were invited to produce a picture incorporating different surfaces.

Outcome:

All the children began with enormous enthusiasm. They fully explored the room and one boy even took down boxes and investigated the contents. There was a lot of energy and involvement and wide exploration of the medium. There was also a high noise level. The two youngest children stayed at the table exploring the items there. Some children worked very carefully, others worked quickly with less care, but all participated fully.

SCHOOL A, SESSION 2.

(One girl away.)

Activity: Origami.

Method:

1. Children were shown how to make a simple pig. They were then shown how to draw on the face and to make a mark for the mouth.
2. Children were shown how to make a box.

Outcome:

The energy level of the children was very high and so was the noise level. They were particularly interested in what the Therapist was doing. Five of the children, including the youngest girl

worked confidently and neatly. The other four were uncertain and required quite a lot of assistance.

They decorated their pigs vividly and at the end of the session, when they were asked to find a place to store their pigs, they found unusual, imaginative places.

SCHOOL A, SESSION 3.

(All children present.)

Activity: Wool Doll.

Method:

1. Wind wool around the back of a chair.
2. Take the wound wool off the chair.
3. Fold the wool in half and tie it off.
4. Wind the wool around a jar for the arms.
5. Take the wound wool off and tie off.

Outcome:

Three of the children were able to make neat dolls but the rest tended to be untidy and less successful. However, they all participated.

SCHOOL A, SESSION 4

(One boy and one girl absent.)

Activity: Newspaper container.

Outcome:

The children began with enthusiasm and completed the task well. They were provided with a wet cloth to wipe spilled glue off the floor and did this when necessary. Some of the children had difficulty making the paper rolls but persevered. One of the boys seemed a bit anxious when he was unable to roll the paper well.

SCHOOL A, SESSION 5.

(All children present. Researcher taking the group, Therapist taking the role of Co-Therapist.)

Activities:

1. Discussion of the purpose of the study.
2. Art Activity.

Method:

1. The children were required to each draw a shape of their own choosing.
e.g.



2. The shape was then cut into pieces.
e.g.



3. The children drew around each piece of the shape to make a pattern.
4. They painted the resulting design.

Outcome:

The children were cooperative and appeared to enjoy the activity, but because of the discussion at the beginning, there was not time to finish the activity.

SCHOOL A, SESSION 6.

(Two boys absent.)

Activity: Plasticene modelling.

Method:

The children were each provided with plasticene in a variety of colours and could then make a model of their choice.

Outcome:

The children really enjoyed this activity and everyone participated well. The chatter between children was rather noisy but everyone worked well.

SCHOOL A, SESSION 7.

(Two girls and one boy absent. Researcher absent.)

Activity: Collage using magazines and black paper.

Method:

1. The children used the magazines to rip shapes or small pictures.
2. These shapes were then glued to the black paper to build a picture.
(As an example, the Therapist showed the children a picture in a book of a collage tiger.)

Outcome:

Four of the children were unsettled today. Two of the boys were very giggly, another child was quite defiant and the fourth found it difficult to start the task. The remaining two children used unconnected parts of bodies to build whole people.

SCHOOL A, SESSION 8

(All children present)

Activity: Mr Wobblyman.

Method:

1. The children tore up newspaper into small pieces.
2. They coated their blown up balloons with a generous layer of vaseline.
3. The balloon was then thoroughly coated with small pieces of newspaper by pressing them onto the vaseline and smoothing them out.
4. A layer of paste was painted onto the last layer of newspaper and then another layer of newspaper put on.
5. Alternate layers of paste and torn up paper when put onto the balloon and each one smoothed thoroughly so that no loose edges of newspaper lifted up.
6. The balloon was put onto a shelf to dry until the next session.

Outcome:

All of the children participated well although one boy tended to be greedy with the paste. Two of the children had difficulty getting the paper to stay on the balloon so needed assistance. The others managed well.

SCHOOL A, SESSION 9.

(One girl and one boy absent.)

Activity: Mr Wobblyman.Method:

1. Fishing sinkers were glued to the wide end of the balloons.
2. The balloon was then covered with alternate layers of glue and torn up white newsprint.
3. As this was the last session for this group and the Man was not quite finished, the children were told how to let him dry and then paint a design on him. They took them home with them.

Outcome:

The children were extremely noisy today. One of the boys was very disruptive and unable to calm down so was sent back to his room early.

Note:

School finished at 2.00 p.m. today because parent interviews were being held. This may have been the reason for the children's behaviour and it may have helped them if they had been encouraged to talk about the way they were feeling.

ART SESSIONS, SCHOOL B

SCHOOL B, SESSION 1.

(One girl absent.)

Activity: Crayon Rubbings.Method:

1. Materials required included crayons and newsprint paper.
2. The children were invited to explore the room for varied surfaces and also the items brought from home by the Therapist. These included pieces of wood, combs, buttons, plastic coins, kitchen utensils, shells, stones with surface indentations, clay with bee shape.
3. After a discussion and sharing of ideas, the children were invited to produce a picture incorporating different surfaces.

Outcome:

There were some interruptions during the explanations. Five of the children explored a variety of surfaces but only two really explored the room. The others tended to remain with the items on the table for most of the time. During the second part of the session, most of the children produced pictures of "houses and trees". Overall, there was limited exploration of the task.

SCHOOL B, SESSION 2.

(All children present.)

Activities: Origami.

1. A simple pig. Draw on the face and use hands to make the mouth mark.
2. A box. Therapist demonstrated how to make it then each of the children made one.

Outcome:

Four of the children produced neat, well-made boxes. The others had more difficulty and required more assistance. Two of the girls wanted more paper to make another pig at home. Two of the boys tended to be aggressive toward each other but completed the task as requested.

SCHOOL B, SESSION 3.

(One girl absent.)

Activity: Wool doll.

Method:

1. Wind wool around the back of a chair.
2. Take the wool off the chair and fold it in half.
3. Tie the wool off.
4. Wind wool around a jar to make arms.
5. Fold in half and tie off the ends.

Outcome:

The therapist showed the children a finished product and then demonstrated how to make it. Each child then made one of his/her own.

Two of the children (a boy and girl) had made one of these before so they decided to make a big doll. They made a very skinny one and negotiated as to who would take it home. They worked very well together. Three other children asked for help as needed and were able to produce a good result but the three remaining children found it difficult to follow the instructions and were not able to produce a good result. One little boy could not tie knots.

SCHOOL B, SESSION 4.

(One girl absent.)

Activity: Container using rolled newspaper.Method:

The therapist showed the children how to roll the newspaper, where to sellotape, how to make a long strip for attaching smaller rolls, where to use the P.V.A glue, and the method needed. She suggested to the children that they might need help in the finishing stage.

Outcome:

The completed articles varied greatly in form.

One girl was able to produce a neat well formed container but needed a lot of reassurance. The other children all participated well but produced a variety of shapes because of the variation in the shape of the rolls.

SCHOOL B, SESSION 5.

(All children present. The Researcher joined the group today also.)

Activity 1. Eggshell mosaics.Method:

1. The children spent the first part of the session painting the insides of the eggshells they had brought.
2. The Therapist described mosaics to the children and how the eggshells would be used.

Outcome:

Many of the children objected to getting messy while they painted the shells. There was a lot of chatting while they painted and this part of the task was done within about twenty minutes.

Activity 2. A crayon drawing.

The children were invited to do a crayon drawing about how it felt to paint and handle the eggshells.

Outcome:

There was full involvement with a busy hum of noise while the children drew. The understanding was that the mosaics would be completed next session.

SCHOOL B, SESSION 6.

(Same girl absent again.)

Activity: Eggshell mosaics.Method:

1. Paper, P.V.A glue, and painted eggshells were ready on the table.
2. The children were given a brief explanation of how to put the glue on the paper, and that they would need to crush and attach the eggshells. There was no explanation of how they might crush the eggshells, and some of them wanted guidance for this.
3. It was also suggested that they think ahead so that they would have some idea of the picture that they wanted to finish with.
4. When they had finished their eggshell picture they could paint pictures of their own choosing.

Outcome:

A quiet, very involved group. They experimented with different ways of crushing the eggshells, e.g., holding in hand and squeezing (this hurt some hands), putting in palms and pushing with fingers, crushing between fingers. The latter two methods were more successful. The paintings were also interesting. The younger children all did paintings of houses and trees but the other children did a variety of designs.

SCHOOL B, SESSION 8.

(Same girl absent.)

Activity: Collage.Method:

1. The children were given a variety of magazines from which to rip shapes or small pictures.
2. They then used these shapes to build a composite picture by gluing them to black paper.
3. The Therapist showed them a picture in a book of a collage tiger.

Outcome:

In general, the children had difficulty with the idea of ripping the paper. They were however, involved in the task and the noise level was at a working pitch. Five of the children felt confused about the task but four of them were able to grasp the idea with further explanation. Most of the children were unwilling to clean up the room at the end of the session and required firm guidance to achieve this goal.

SCHOOL B, SESSION 9.

(All children present.)

Activity: Collage.Method:

1. The children were presented with a variety of materials including - red and green feathers, milk bottle tops, cotton materials, dacron, sparkling feathers, chiffon netting, dried flowers, pieces of sponge rubber, etc.
2. They were then invited to take a piece of black paper and use these materials to make a person with interesting clothes.

Outcome:

All of the children entered into the task with gusto!
 However, not all of them finished. They approached the activity in different ways. One boy made a simple picture and attached long strips to the picture. Others attached separate pieces together. Some of them found it difficult to organise themselves. However, it was a productive session.

SCHOOL B, SESSION 10.

(Two girls and one boy absent.)

Activity: Using paper in three different ways.Method:

1. The Therapist taught the children how to make Loops.
2. " " " " " how to make a Big Hole.
3. " " " " " how to make a Ladder.

Outcome:

The children had varied degrees of success at these activities. One boy wanted to make papier mache and became quite disruptive when he was not allowed to. The other children all participated well but did not always understand the instructions.

OUTLINE OF MOVEMENT TO MUSIC SESSIONS

Study One

SCHOOL A, SESSION 1.

(All children present.)

Activities:

A. Warm-up Exercises.

1. Sitting cross-legged, breathing in and out, mouth open all the time, notice what happens in your body.
2. Head rotation, three times to the right, three times to the left. Then rest for one minute.
3. Arms out at shoulder level. Right one first - up, back, down, forward - three times. Now do the same for the left arm. Rest for one minute.
4. Body Alertness. (Kum Nye, Ex. 41.)
5. Sit cross-legged for two minutes and be aware of the sensations in your body.

B. Movement.

1. Movement around the room - running, skipping, hopping, jumping, galloping.
2. Walk directly across the room, weave in and out. (Repeat three times.)
3. Standing
 - make straight lines with your arms.
 - make curving lines with the top half of your body.
 - make curving lines with your hips.
4. Using ribbons - make curving pathways.
 - three or four children run in curving pathways with ribbons.
 - move at a lower level in straight or curved lines.
 - move on stomach, then on back.
5. Using a piece of material -
 - watch it float to the floor
 - see if you can float to the floor
 - wring the material, then wring your body.
 - release and float to the other side of the room.
 - kneel and let your arms float. Now your head and shoulders.
 - use your hands to wring out a towel...squeeze, twist.
 - lie on your back. Make your legs wring. Now float in space.
6. Stand on your own in the room - bend, stretch, reach as far as possible. Up high, down low. Shoot out your arms. Now your legs and arms, in as many directions as possible
7. Think of a bubble around you. Crouch as small as possible. Reach out to touch the side. Gently explore. How high is it? Use your head, knees, elbows, shoulders, hips, and bottom to explore it. Paint the inside, all the front, the back, top and sides. Can you get out of the bubble? Punch, slash, kick. Now repair it.

8. Move slowly around the room, not bumping into anyone. Gradually stop. Stretch high, stretch low, slowly sink to the floor. Be comfortable.
9. Stand in a circle, eyes shut, do a simple movement, something to do with an activity you have done today.

Outcome:

Three of the boys in this group were difficult to engage and another boy was influenced by these three. They tended to rush through the supper room into the hall next door and out through the toilets. They were noncompliant. Two of the girls were not interested. Three of the children were involved and participated fully. Another girl participated but talked a lot during the session.

There was also quite a bit of physical aggression between some of the children.

SCHOOL A, SESSION 2.

(One boy absent.)

Activities:

A. Exercises.

1. Loosening Up the Mind.
2. Body Alertness.

B. Movement.

1. Standing on the spot, shake head keeping other parts still.
Now shake - shoulders, arms, hips, knees, feet, legs.
Shake all together.
Move around the room shaking head only, now legs only, now arms only.
Lie on the floor and shake your whole body.
Wriggle on your back, wriggle on your tummy.
2. Standing. Roll - your head, shoulders, arms, hands, hips, legs, feet.
Watch each part as you do it.
Now do...(name the parts) slowly, now quickly.
3. Make a fist. Hold it tight. Slowly open.
Bend arms tightly, slowly open.
Bend at waist, slowly open.
Clench toes tightly, slowly open.
Sit on floor, slowly open.
4. Standing - Dab a picture with dots, wide and high. Jump for the top. Now make dots with your head, shoulders, elbows, hips, knees, bottom, feet.
Slashing with your arms, legs.
Run and slash.
One side of the body -dabs, the other side of your body - slashes.
5. Skip using small, quick steps, swing arms.
Skip in the same way on the spot.
Now skip very slowly, swing arms high.

- Now begin to slow down gradually until you stop.
Now do the same thing running instead of skipping.
6. On the spot, jiggle and wriggle your whole body as fast as you can. Try to slow down smoothly, then speed up gradually.
 7. Now a sequence - 3 slow skips, 6 very quick stamps, 1 slow upreaching stretch, 2 quick spins.

The session was terminated at this point (after about 30 minutes) because the children were becoming too disruptive and non-compliant.

Outcome:

The session began in a better way than the first session with this group but there was less and less participation as the session progressed. The exercises at the beginning were particularly good and the children were showing ability. They were able to keep still in the quiet parts at the end of exercises. Only two children remained fully involved and they got annoyed at the disruptive children. The others spent a lot of time irritating each other. One boy spent a lot of time rushing around, two others were very aggressive toward other children.

SCHOOL A, SESSION 3.

(All children present.)

Activities:

1. Create an imaginary bubble. Crouch down inside it and reach out slowly. Reach out with one leg, then each body part and return it.
Slowly stand inside the bubble. How wide is it? How high is it?
Paint it all over inside.
Poke a hole in it and feel it shrink.
Plug the hole and smooth it out.
Stretch to the high position, then out wide, then sink to the floor.
2. Floating. Began by explaining, reminding about "floating" movements from previous session.
Music: Anitra's Dance (from Peer Gynt Suite No.1.)
3. Heavy Movement. Therapist told the children that the music was about elephants. They became elephants.
Music: The Elephant (from Carnival of the Animals.)
4. Walking without music. As many different walks as possible.

Therapist chose a leader for the rest of the children to imitate.

- Walking with music, exploring different ways of walking.
Music: Golliwog's Cake-Walk (from Children's Corner.)
5. Mirroring.
The children found a partner each and then in pairs, one child lead, the other followed, then they changed roles. This was repeated several times.
Same thing with music.

- Music: Oxygene, part IV (Jarre).
 6. Floating, explorative dancing.
Music: Dance of the Sugar Plum Fairy (from Nutcracker Suite).

Outcome:

There was little participation. The Therapist tried different pieces as outlined in the plan above but the children did not respond. She then discussed with the children what they wanted and agreed to have the Researcher come and talk to them about the programme and the possibility of withdrawing if they wished.

four of the children in particular were very disruptive and non-participatory. Two were girls and two were boys.

SCHOOL A, SESSION 4.

(Researcher leading the group, Therapist in role of co-therapist. All children present.)

Activities:

1. Researcher discussed again the purpose of the group and of the study.
2. Exercises. Enjoying Sensation. (Kum Nye, Part 2.)
 Swimming in Space. (Kum Nye, Part 2.)
Music: Oxygene.
3. Free Movement.
Music: Mandingo
 White Eagle.

Outcome:

As a result of the discussion, the children decided that they wanted the group to continue, and also agreed to bring some of their own music. However, during the session, the children were very vicious toward each other, both verbally and physically. Each time this behaviour occurred, the Researcher turned the music off and the children quietened again. Eventually, when they had drawn the curtains, turned the coloured lights on in the room, and White Eagle was playing, the children began to respond to the music appropriately. At this stage the room looked very like the venue for a Disco dance.

One boy was sent back to his class after a number of warnings and a second took himself back to the class after an argument with one of the girls.

SCHOOL A, SESSION 5.

(All children present.)

Activities:

1. Yogas - Wombing
 Toning
 Lumbar Roll

- Hitting and Kicking (see Appendix for references.)
2. Free Movement.
Music: Equinoxe
 Mandingo
 I Heard it Through the Grapevine
 Total Eclipse of the Heart
 Exit
 Equinoxe

Outcome:

The children were reasonably cooperative during the yogas although there was some chatter. However, when the music was introduced, many of them became out of control. Two of the boys were asked to leave and one of them who made a lot of fuss about the music, was told that he could only come back to the group if he brought some music with him. One of the older boys engaged one of the girls in a conversation which was mainly sexual in content and then entered into an argument with the Researcher when he tried to walk out of the group as he had done on the previous occasion.

Some of the behaviours that occurred included hitting and kicking at each other as they passed during the music, rushing around the room turning lights on and off, opening and shutting the sliding doors between the supper room and the hall next door, pulling curtains, and running wildly around the room and into the toilets.

SCHOOL A, SESSION 6.

(One boy absent - he had argued with the Researcher in the previous session.)

Activities:

1. Yogas - Breathing
 Wombing
 Toning
 Lumbar Roll
 Hitting and Kicking (See Appendix for refs.)
2. Action Song - "Ginny Crack Corn" with guitar accompaniment.
3. Free Movement to music brought by the boy who had been excluded in session 5.
4. Free Movement.
Music: Faster than the Speed of Light.

Outcome:

The yogas were successful. The children participated well in these.

Activity 2 also engaged the children. They participated well in each action and some of them came up to the Researcher during each verse to suggest a new action.

During Activity 3 there was also reasonable participation.

During Activity 4, the children again lost control and it was not possible to calm them down again. The behaviours that occurred included those mentioned in session 5. One boy was sent back to this room.

Because of the aggression and other behaviours, the session was drawn to a close ten minutes early and the children were told that there would be no more sessions. The reason given was that it was not safe to continue when they would not follow instructions and were so vicious toward each other.

MOVEMENT TO MUSIC SCHOOL B

SCHOOL B, SESSION 1.

(Two boys and one girl absent.)

Activities:

A. Warm-up Exercises.

1. Sitting cross-legged, breathing in and out, mouth open all the time, notice what happens in your body.
2. Head rotation, three times to the right, three times to the left. Then rest for one minute.
3. Arms out at shoulder level. Right one first, - up, back, down, forward, ...three times. Now do the same for the left arm. Rest for one minute.
4. Body Alertness (Kum Nye, Ex.41.)
5. Sit cross-legged for two minutes and be aware of the sensations in your body.

B. Movement.

1. Movement around the room - running, skipping, hopping, jumping, galloping.
2. Walk directly across the room, weave in and out. (Repeat three times.)
3. Standing
 - make straight lines with your arms.
 - make curving lines with the top half of your body.
 - make curving lines with your hips.
4. Using ribbons - make curving pathways.
 - three or four children run in curving pathways with ribbons.
 - move at a lower level in straight or curved lines.
 - move on stomach, then on back.
5. Using a piece of material (e.g. a chiffon scarf)
 - watch it float to the floor
 - see if you can float to the floor
 - wring the material, then wring your body.
 - release and float to the other side of the room.
 - kneel and let your arms float. Now your head and shoulders.
 - use your hands to wring out a towel...squeeze, twist.
 - lie on your back. make your legs wring. Now float in space.

6. Stand on your own in the room - bend, stretch, reach as far as possible. Up high, down low. Shoot out your arms. Now your legs and arms, in as many directions as possible.
7. Think of a bubble around you. Crouch as small as possible. Reach out to touch the side. Gently explore. How high is it? Use your head, knees, elbows, shoulders, hips, and bottom to explore it. Paint the inside, all of the front, the back, top and sides.
Can you get out of the bubble? Punch, slash, kick.
Now repair it.
8. Move slowly around the room, not bumping into anyone. Gradually stop. Stretch high, stretch low, slowly sink to the floor. Be comfortable.
9. Stand in a circle, eyes shut, do a simple movement, something to do with an activity you have done today.

Outcome:

There was good participation throughout. The children explored all things. One boy came late after having been to the dental nurse but did not stay long because he had an aching head. The remaining two boys both got very involved. One of the girls stayed very close to the Therapist and the other girl "clung" very close to the first girl.

SCHOOL B, SESSION 2.

(One girl and one boy absent. Researcher observing.)

Activities:

A. Exercises.

1. Loosening up the Mind. (Kum Nye, Part 2.)
2. Body Alertness. (Kum Nye, Part 2.)

B. Movement.

1. Standing on the spot, shake head keeping other parts still.
Now shake - shoulders, arms, hips, knees, feet, legs.
Shake all together.
Move around the room shaking head only, now legs only, now arms only.
Lie on the floor and shake your whole body.
Wriggle on your back, wriggle on your tummy.
2. Standing. Roll - your head, shoulders, arms, hands, hips, legs, feet.
Watch each part as you do it.
Now roll... (name the parts) slowly, quickly.
3. Make a fist. Hold it tight. Slowly open.
Bend your arms tightly, slowly open.
Bend at your waist, slowly open.
Clench your toes tightly, slowly open.
Sit on the floor, slowly open.
4. Standing - Dab a picture with dots, wide and high. Jump for the top. Now make dots with your head, shoulders, elbows, hips, knees, bottom, feet.
Slashing with your arms, legs. Run and slash.

- One side of the body - dabs, the other side of your body - slashes.
5. Skip using small, quick steps, swing arms.
Skip in the same way on the spot.
Now skip very slowly, swing arms high.
Now begin to slow down gradually until you stop.
Now do the same thing running instead of skipping.
 6. On the spot, jiggle and wriggle your whole body as fast as you can. Try to slow down smoothly, then speed up gradually.
 7. Now a sequence - 3 slow skips, 6 very quick stamps, 1 slow upreaching stretch, 2 quick spins.
 8. Now with a partner, make up a new sequence using at least four different things.
 9. Mime washing the dishes at top speed, then slow motion.
Same thing with showering.
 10. Walk around the room backwards, sideways.
In lines... hold hands, in a straight line walk backwards.
Hands up high, walk four steps forward, then two back.
On your own, hands up high, walk four steps forward then two back.
With a partner, hands up high, walk four steps forward and two back.
 11. Sitting on the floor, clench fists, slowly uncurl.
Slowly close, spring open ...and shut.
Curl your whole body up, slowly uncurl, and curl up again.
Shoot out each part of the body fast and snap back.
Curl up tight, slowly uncurl and come up to standing.

Come to stand in a circle.

Outcome:

The children were involved with the suggestions most of the time, but found the work in lines almost impossible. One of the girls was moving in her own time and was usually out of line with the rest.

The boy who had the aching head last time was present today and very dominant. He influenced the others in a detrimental way and would hurt them surreptitiously when holding hands, etc. The other girl present was very tense and moved very stiffly. She appeared unable to follow instructions and tended to stay very close to other children. One of the younger boys often did nothing or else did the opposite to what he was told.

SCHOOL B, SESSION 3.

(Very tense girl absent.)

Activities:

1. Create an imaginary bubble.
Crouch down inside it and reach out slowly.
Reach out with one leg, then each body part and return it.
Slowly stand inside the bubble.
How wide is it?
How high is it?

- Paint it all over inside.
 Poke a hole in it and feel it shrink.
 Plug the hole and smooth it out.
 Stretch to the high position, then out wide, then sink to the floor.
2. Free Movement. Reminded the children about the "floating" movements from the previous session.
Music: Anitra's Dance from Peer Gynt Suite No. 1 by Grieg.
 3. Heavy movement. The children were told that the music was about elephants. They were to imagine themselves as elephants making heavy movements.
Music: The Elephant from Carnival of the Animals by Saint-Saens.
 4. Walking without music. As many different walks as possible. The Therapist chose a leader for them to imitate.
 Walking with music. Suggested they really explore different ways of walking.
Music: Golliwog's Cake-Walk from Children's Corner by Debussy.
 5. Mirroring.
 In pairs, one child lead, the other imitates. Change leader, then back again, on command.
 Then mirroring with music changing partners on command.
Music: Oxygene, Part IV, by Jean Michel Jarre.
 6. Floating, explorative, free movement.
Music: Dance of the Sugar Plum Fairy from Nutcracker Suite by Tchaikovsky.

Outcome:

A good session with the children fully involved.
 Dominant boy was moving wonderfully and responded to encouragement to extend his movements. One of the other boys was still very much influenced by him.
 The mirroring activity was particularly well done.

SCHOOL B, SESSION 4.

(All children present. Researcher observing.)

Activities:

1. Ribbons. Use ribbons to make curved pathways in the air and along the floor. The children were encouraged to follow the ribbons and watch where they were going.
Music: Anitra's Dance.
2. Follow the Leader (without music at first).
Music: The Elephant.
3. Walking - straight and tall, hunched, floppy, stiff, light, heavy.
Music: Golliwog's Cake-Walk.
4. A variety of hats were provided. The children were encouraged to choose a hat and walk in a way to suit that hat. They then changed hats and walked in a different way. They had to change hats on command.
Music: Golliwog's Cake-Walk.
5. In pairs. One child dance and the other be still, then change over.
Music: Oxygene.

Outcome:

There was little participation during this session. Encouragement did not help them to become involved. In Follow-the-Leader, a lot of children chose to run so that there was not much variation. There was more exploration with the hats. The children found activity five very difficult. Some pairs did not move at first and then only a little.

Tense girl was very disruptive, following other people, giggling at them and annoying them. She was very invasive. Two of the younger boys were very attached and worked together well. The youngest girl was also very involved. Youngest boy did lots of exploration but mainly ran. Another boy often did nothing and yet another was still very drawn to Dominant boy.

SCHOOL B, SESSION 5.

(Two boys absent)

Activities:

1. Standing... clench fists, spring open and say a word. repeat.
Bend elbows tightly, spring open and say a word.
Do the same with the knees.
Now do the same with all of your body.
2. Children were asked to do each of the following sequences two or three times.
run, run, run, leap.
spin, spin, spin, jump.
spring, spring, glide.
walk, walk, kick, kick, punch.
flick, flick, slash, slash.
The children were encouraged to find their own way of expressing each of these.
3. Choose a partner and make up your own sequence.
4. Children were to express punching, kicking, running with long steps, leaps.
Music: "Battles" from Legend by Clannad.
(As this piece of music is short, it was recorded twice.)
5. Therapist called out a variety of words, one at a time, and the children were to express them in movement.
e.g., BOOM, ZAP, PING, WHOOMPH.
The children were then asked for suggestions.
6. Lying on back, pretend there's bubble-gum on your fingers. Flick it off!
Now it's on your toes... flick it off!
It's on your shoulders. Flick it off!
It's on any other part of you. Flick it off!
7. The children were asked to come up to their knees.
Close your eyes and be very still.
Now start to rock backwards and forwards.
Now start to rock sideways... and be still.
Begin to rotate... and be still.
Rotate and build it up quite quickly... slow down... be still.
8. Come up to standing.
Run around the room and on the word "freeze" do just that in whatever position you have reached. (Repeat this three times.)

- Now run and spin, three times, and stop.
Now run... two spins... and sink to the floor.
9. Free Movement.
Music: "Robin, the hooded man" from Legend by Clannad.
 10. Children lay on the floor and were encouraged to be still.
Slowly move your arms but keeping your eyes closed and rested. Be separate from each other.
 11. Free Movement.
Music: "White Eagle" by Tangerine Dream.

Outcome:

A very good session. There was some reluctance on the children's part at the beginning of each new activity but this was greatly helped by the adults going to the children individually and mirroring their actions. Mirroring made a big difference to the level of the children's participation.

During Activity 3 three of the boys opted out and Tense girl chased one of the other girls around the room. But Activity 4 elicited some vigorous, big movements.

Activity 8 proved to be quite difficult for the children, especially when they were required to spin.

The music in Activity 9 elicited expressions of fighting with spears, bows and arrows, running, and lots of interplay. The children recognised this as the theme to the T.V. programme "Robin of Greenwood." During this music, THE TWO ADULTS intermingled a lot with the children and mirrored their actions. This encouraged freer expression from the children.

During Activity 10. the adults again intermingled with the children, stroking their backs, moving their arms away from other children, and soothing them, separating them to calm them down.

In the final Activity, mirroring again helped to gain full participation from the children.

The children appeared to really enjoy the session and were looking forward to the next one. The use of touch as well as the mirroring certainly helped to gain full participation from the children.

SCHOOL B, SESSION 6

(Two boys absent including dominant boy.)

Activities:

1. Stand with weight even on both feet.
Now shift your weight on to one foot.
Shift your weight to one foot and both hands.
Now shift your weight to one hand and one foot.
Then knees... bottoms... back... shoulders... any other way.
2. Run around the room in curving lines... and stop.
Now run around the room in straight lines... and stop.
3. The children were divided into two groups each in a straight line facing each other. The children diagonally opposite to each other moved toward each other, one from each group, long steps and swinging arms.
4. Move as though...
- catching the bus

- sneaking up on someone
 - getting away from someone
 - getting off hot sand at the beach
5. Standing in a circle, clap hands to the music.
Change to tapping shoulders, ...then knees, ...bounce shoulders.
Music: "Totaras" from Music of the Incas.
 6. The Therapist used a wood block for tapping out the rhythm.
The children were asked to walk in time as called.
e.g., forward four, back four, kick four, turn around in four.
Then stand still and move body parts to four. (Each child to work out own movements.)
Music: "Bouree" from Jethro Tull.
 7. Follow the Leader.
One child to lead, others to follow, again to counts of four.
 8. The children were encouraged to find different ways of walking, stepping, running.
Music: "Bouree" from Jethro Tull.
 9. Free Movement.
Music: "Battles" from Legend by Clannad.
 10. Free Movement.
Music: "Robin, the Hooded Man." from Legend by Clannad.
 11. Closing.
Children were asked to stand in a circle, then to sit down. When they were calm they were allowed to leave.

Outcome:

All of the children participated in Activity 1 except Tense girl who was giggling and kneeling on the floor trying to distract the others. She was giggling throughout the whole session and at one stage Therapist took her hands and danced with her. At the end of the session she was reluctant to leave. All participated well in the running activities.

During Follow the Leader, not all of the children were willing to lead and some of them had difficulty thinking of movements suitable for the others to follow.

Using the block for rhythm helped the children to feel the rhythm and the children moved really well.

In Activity 9, the children were more independent in their movements this session. Youngest boy was also being quite invasive by moving in too close to some of the others. In fact, at the end of the session, they were all highly energized and were encouraged to remain seated until they had calmed down. They were then each told individually when they could return to their rooms.

SCHOOL B, SESSION 7.

(One boy absent.)

Activities:

1. Stand and move with the music. Bend at the waist and reach forward, ...then backwards, ... and move off around the room.
Music: "Abraham's Theme" from Chariots of Fire by Vangelis.
2. Standing tall, ...flowing movements.

Slowly sink to the floor, ...and then rise again. (Repeat several times.)

Music: "Beanbourg Excerpt" from the Best of Vangelis.

3. Using ribbons.
Watch the patterns in the air, ...swoop and turn, ...run with the ribbon.
Pause... and twirl. Vary this.
4. Discussed with the children exactly what a spiral was, then invited them to move in that way with the music.
Music: "Spiral" from the Best of Vangelis.
5. The children were formed into lines at one end of the room.
They were then asked to walk to the other end of the room using different types of walks by themselves, in pairs, and in threes. They were asked to change the walk each time they turned.
6. Continuation of Activity 5, but this time with music.
Music: "Titles" from Chariots of Fire, by Vangelis.
7. Free Movement.
Music: "Battles" followed by "Robin the Hooded Man" at the children's request.

Outcome:

The children explored different movements well except during Activity 2. Activity 4 produced some wonderful movement. It was a long excerpt of music, eight minutes altogether and the children remained involved for the whole time.

Tense girl was giggling and annoying the other children continuously so was asked to leave after fifteen minutes of the session. When she had gone, the other children relaxed much more.

Dominant boy loves being "mirrored" and really extended his movements when this happened. One other boy tended to move in too close to other children, touching them, leaning on them and grabbing at them, but he did not upset them in the same way that Tense girl did.

SCHOOL B, SESSION 8.

(All children present)

Activities:

1. Free movement.
Music: "Floral Dance" from Music by Candlelight (Gheorge Zamfir).
Running freely, ...then explode into a shape. (Repeated 3 times.)
2. Lie on the floor like a narrow pipe. move through it, twisting, turning, pulling with fingers, pushing with toes. Now move backwards through it. Using a long sheet, one person holding each corner. One person crouches under the sheet and the other children watch the shapes that occur when that person moves. The children took turns to be under the sheet.
Music: "Black Rose" played by Gheorge Zamfir.
4. A group of children dance under the sheet.
Music: "Goyescas" from Introspection, played by Thijs Van Leer.
5. Find a space alone on the floor.
Make six different shapes which bring you to standing height, then six more shapes to take you down to the floor again. (Repeat twice.)
6. Free Movement.
Music: Oxygene, Part VI.

7. Closing.
The children brought back into the circle and reminded that next session would be their last.

Outcome:

The children participated well during Activities 1 and 2, but lost interest in Activity 3. When it was their turn to be under the sheet making shapes they were fully involved but were unwilling to stand and watch others.

During Activity 4, several of the children grabbed at the sheet and tried to wrap it around themselves to dance. Some children were quite provocative during this activity. Tense girl became extremely disruptive at this point and was sent back to her classroom.

During Activity 5, Dominant boy and his friend did not participate but with encouragement began to join in for Activity 6. However, Dominant boy began to stalk the smaller children and stand on their feet so was sent back to his classroom also. His friend was also sent back shortly after for similar behaviour.

SCHOOL B, SESSION 9.

(Tense girl absent, smallest boy absent - he had gone to stay in a children's home.)

Activities:

1. Free Movement.
Music: Anitra's Dance from Peer Gynt Suite No.1.
2. Make an imaginary bubble.
Crouch down and reach out slowly inside the bubble with one leg, and then each body part and return it.
Slowly stand. How wide is the bubble? How high is it?
Paint it all over inside.
Poke a hole in it and feel it shrink.
Plug the hole and smooth it out.
Stretch to the high, and the wide position, then sink to the floor.
3. Mirroring.
4. Divide into two groups for Follow the Leader. Each group works independently of the other but interacts with the other when passing as they move around the room.
5. The children were formed into a line.
Walk forward together, backwards together.
Walk forward four steps then back two steps.
In line, turn to right, follow in curving pathways, walk in to a circle and then walk out.
6. Free movement.
Music: Olatundi.
7. Free Movement.
Music: Robin (The Hooded Man).
8. Free Movement.
Music: "Wake Me Up Before You GoGo." sung by Wham.

Outcome:

A very successful session. During Follow the Leader, the Therapist ensured that each child had a turn at leading and if a child got stuck, she had the child mirror her movements at first and then continued alone. There was a good variety of movements explored and Activity 5 was done superbly. The children moved as a group led by dominant boy.

During the final three activities, the children moved into disco-type dance patterns. They were all very involved and probably helped by the absence of Tense girl.

OUTLINE OF SESSIONS

STUDY TWO

EXERCISES TO MUSIC

GROUP 1, SESSION 1.

Activities:

1. Introductions and short discussion about the format of the sessions.
2. Exercises:
 - Shaking Loose
 - Slow Jumping
 - Rocking Back and Forth on the Feet
 - Weight on One Leg with Knee Bent
 - Balancing Polarities
 - Rest Position (flat on stomach on floor)

In between each of these exercises, they returned to Shaking Loose.

Music:

Oxygene
Equinoxe
Timewind
Madonna (a tape brought by one of the students.)

Outcome:

The students were very self-conscious throughout the session. One of the boys continuously teased one of the girls. There were three girls in the group and though they were self-conscious they participated well. Two of the boys participated fully and a third was extremely shy because it was his first day at this school. The boy who brought the tape was very embarrassed and kept himself apart from the other students. Using his tape helped slightly.

GROUP 1, SESSION 2

(One girl absent.)

Activities:

1. Exercises
 - Shaking Loose
 - Basic Vibratory and Grounding
 - Healing Body and Mind
 - Relaxing Muscles of Waist
 - Arm Stretch

Music: Chariots of Fire
Oxygene

2. Follow the Leader.
This involved the students standing in a circle. The Researcher began an action in time to the music and when all students were following her, she then pointed to one of the students and that person began a different action which everybody followed. That student then passed the lead on to someone else, etc.
Music: Faster than the Speed of Light (sung by Bonnie Tyler).
3. Relaxaton and Calming Down.
Music: Timewind.

Outcome:

All of the students cooperated in the exercises, sometimes rather reluctantly, but when Bonnie Tyler was played, they suddenly "came alive". The boy who had been teasing others last week really loved this music and his enthusiasm seemed to inspire the others.

GROUP 1, SESSION 3.

(Two girls absent including the one that was absent last session.)

Activities:

1. Exercises
 - Shaking Loose
 - Weight on One Leg with Knee Bent
 - Balancing Polarities
 - Basic Vibratory and Grounding
 - Shaking Hands Loose
 - Arm Stretch
 - Neck Loosening
 - Relaxing Muscles of Waist
 - Healing Body and Mind
- Music: Silver Cloud by Kitaro.
2. Follow the Leader
Music: Regge music brought by the boy who teases.

Outcome:

All of the students participated beautifully although the boy who was new to the school was very shy at having a turn as leader.

GROUP 1, SESSION 4.

(The boy who teases was absent)

Activities:

1. Exercises
 - Shaking Loose
 - Weight on One Leg with Knee Bent

- Balancing Polarities
- Basic Vibratory and Grounding
- Arm Stretch
- Shaking Hands Loose
- Neck Loosening
- Healing Body and Mind
- Inner Gold
- Wombing

2. Follow the Leader

Music: Faster than the Speed of Light (Bonnie Tyler).

Outcome:

Two of the girls were very talkative in this session. One of these girls had an excellent sense of rhythm and moved well. The other tended to be very critical of people who "did not do it right". The other students were quite reluctant to participate and tended to tease each other and hit out physically. The very shy student eventually went to the side and sat down and when this happened, other students became very self-conscious and went to draw him into the circle again. The third girl was particularly sensitive to anyone watching and at times withdrew also. The absence of the boy who teases appeared to make a big impact on the group.

GROUP 1. SESSION 5.

(One boy had left the school to begin a work placement.)

Activities:

1. Discussion about the events of the week.
2. Exercises
 - Shaking Loose
 - Relaxing Muscles of Waist
 - Calming Inner Energy
3. Follow the Leader

Music: Faster than the speed of Light.
4. Game of Hangman.

Outcome:

The students were very tense this session. Their teacher was absent and they were being taught by a relieving teacher so the discussion at the beginning centred on this fact. However, there was a lot of antagonism between two of the girls and the boy who teases was also in an aggressive mood. The students were so reluctant to participate that the movement was abandoned and a game of Hangman initiated instead. It was a very difficult session.

GROUP 1, SESSION 6.

(All of the students were present)

Activities:

1. Exercises
 - Shaking Loose
 - Basic Vibratory and Grounding
 - Arm Stretch
 - Shaking Hands Loose
 - Healing Body and Mind
 - Inner Gold
 - Calming Inner Energy
2. Follow the Leader
Music: Faster than the Speed of Light (Bonnie Tyler)

Outcome:

It was a better session this time than the previous one but the students were still fairly unsettled and reluctant to cooperate.

Observations:

The boy who teases, although the smallest person in this class, appeared to be the leader of the group. when he participated well, the others followed. When he was unsettled, so were most of the others. If he liked the music then so did the others, and when he did not like what was happening, he tended to tease and upset some of the other students.

MOVEMENT TO MUSIC

GROUP 2, SESSION 1

(All students present)

Activities:

1. Introductions and discussion about the format of the sessions.
2. Discussion about methods of making musical instruments and materials that could be used for this. Requested the students to bring some suitable items next session.
3. Exercises
 - Shaking Loose
 - Slow Jumping
 - Rocking Back and Forth on the Feet
 - Weight on One Leg with Knee Bent
 - Balancing Polarities
 - Rest Position (flat on stomach)

4. Free Movement.

Music: Oxygene
Equinoxe
Timewind

Outcome:

The group participated very well although the students became very self-conscious during Activity 4. They felt more at ease when the Researcher suggested movements for them to do. One of the boys in the group had a broken hip and was unable to take part in the movement so Activity 2 was introduced to enable him to participate in the group. The other students tended to be embarrassed moving in front of him.

The session was followed by afternoon tea prepared by the students and their teacher also joined in at this point. This was an excellent group to work with although the students tended to follow the actions of one of the girls. She seemed to be the leader for this group.

GROUP 2, SESSION 2.

(All students present)

Activities:

1. Exercises
 - Shaking Loose
 - Basic Vibratory and Grounding
 - Weight on One Leg with Knee Bent
 - Arm Stretch
2. Explored the objects that were found in the classroom that made sound, e.g., bottles, cutlery, vacuum cleaner hose, bottles filled with water, cardboard tubes, wood blocks, etc.
3. Follow the Leader.
Music: Faster than the Speed of Light.
4. Relaxation.
Music: Timewind

Outcome:

The students were very attentive during Activity 2, although they became a bit noisier when using the vacuum cleaner hose.

During Follow the Leader, they "came alive" and thought up very inventive movements. Boy with the broken hip also did some of the actions from his chair. One of the girls had previously been doing jazzercise and when it was her turn to lead, she took charge and was reluctant to give the lead to someone else.

GROUP 2, SESSION 3

(One girl absent)

Activities:

1. Exercises
 - Shaking Loose
 - Basic Vibratory and Grounding
 - Shaking Hands Loose
 - Arm Stretch
- Music: Silver Cloud by Kitaro
2. Filled bottles and stainless-steel bowls with varying amounts of water until a diatonic scale had been achieved. The students then took turns to play tunes.
3. Follow the Leader
Music: Bruce Springsteen tape brought by one of the students.

Outcome:

The students all participated well. However, the girl who had learned jazzercise had to be quite firmly invited to pass the lead on to others.

GROUP 2, SESSION 4

(Two boys and a girl absent.)

Activities:

1. Exercises
 - Shaking Loose
 - Weight on One Leg with Knee Bent
 - Balancing Polarities
 - Basic Vibratory and Grounding
 - Arm Stretch
 - Shaking Hands Loose
2. Used big bottles and stainless-steel bowls filled with varying amounts of water to make musical notes.
3. Recorded on audio-tape the tunes that the students improvised.

Outcome:

All of the students except the boy with the broken hip joined in the exercises. They all participated in making tunes with the bowls although one of the girls felt rather embarrassed when these tunes were taped.

GROUP 2, SESSION 5.

(All students present.)

Activities:

1. Musical instruments made from stainless-steel bowls of water filled with varying amounts of water. The bowls made a much more resonant sound than bottles of water and there were enough bowls available to create a complete octave.
2. The students took turns to conduct. i.e., the conductor would point to a particular person and that person played one note on his/her bowl by hitting it with a spoon. The effect produced was rather like hand-bells. The conductor was then able to produce a tune of his/her own composition by pointing to different people in different sequences.

Outcome:

The students participated really well, both in playing notes and in conducting. The sound was quite delightful and there were enough bowls of water for every person to have at least one note. The conductor could also produce chords and harmonies by pointing to more than one person at once.

GROUP 2, SESSION 6.

(All students present.)

Activities:

1. Made instruments from bowls of water.
2. Composed spontaneous music with the bowls, children taking turns to conduct.
3. Made an audio-tape of the music and let the students hear it.

Outcome:

The class teacher joined the session this time and it was really successful. The students all participated well and were quite intrigued and excited listening to themselves on the recording after the session.

Observation:

There was no problem at all keeping the students involved in these sessions. They each had a part to play and were just as attentive when someone else was conducting as when they themselves had a turn. The boy with the broken hip was able to participate in the music as well because the sessions took part with everybody sitting on the carpeted floor.

MOVEMENT TO MUSIC AND EXERCISES

GROUP 3, SESSION 1

(One boy absent)

Activities:

1. Introduction and discussion of sessions.
2. Exercises
 - Shaking Loose
 - Slow Jumping
 - Weight on One Leg with Knee Bent
 - Balancing Polarities
3. Movement to Music
 Suggested to the students that they move parts of their bodies to the music, in the following sequence, on command...
 hands (fingers, knuckles, palms, backs of hands), ...feet (then toes, ankles), feet together, ...head (nod, shake), ...body, ...face, ...knees, ...shoulders, ...elbows, ...arms, ...legs, ...joints.
Music: Oxygene
 Equinoxe
 Timewind

Outcome:

In general, the students in this group were very embarrassed and uncooperative. Four of them talked a lot and one boy in particular was cheeky and provocative. Four others were very quiet and subdued.

GROUP 3, SESSION 2

(The same boy absent)

Activities:

1. Discussion of the types of instruments found in orchestras and in bands. These were listed on the blackboard in groups as the students made suggestions, e.g., percussion, strings, brass, etc.
2. Music: Classic Rock: Rhapsody in Black
 Who Pays the Ferryman?
 Mandingo
 Played excerpts from each of the above selections and the students were asked to
 (i) identify the instruments playing
 (ii) think of the colour that music represented for them.
3. Music: White Eagle.
 The students were invited to draw a picture with crayon while they listened to this music.

4. Follow the Leader.
Music: A tape brought by one of the students.

Outcome:

At the start of this session, the students were sitting at their desks and very reluctant to leave so the discussion of instruments occurred rather than attempting Movement to Music. The students were willing to participate in this. They also participated in the drawing. About half of the students participated in Follow the Leader. The rest were too embarrassed.

GROUP 3, SESSION 3.

(Two boys and one girl absent.)

Activities:

1. The students were asked to identify the instruments playing in each of the following excerpts of music.
Music: Saint-Saens Symphony No. 3 (Organ Symphony)
 Chariots of Fire by Vangelis
 Concerto a 5, Op.9, No.2 in D min., for oboe, strings and orchestra, by Albinoni.
2. The students were asked to identify the country of origin for the following singer, and also the ethnic group that the music was representing.
Music: Qu'Appelle Valley, Saskatchewan, sung by Buffy Sainte-Marie.
3. Students were invited to do a drawing while listening to the following music.
Music: White Eagle.

Outcome:

Except for the cheeky boy, all of the students were very attentive during all of the pieces of music. The cheeky boy was so disruptive that he was sent out of the room but later came back and apologised.

One of the girls was particularly shy and never said anything. During this session she did smile twice but was very reluctant to share. Her drawings to date were small single shapes on the paper, squarish and very closed in.

GROUP 3, SESSION 4

(All present except for one boy who had left the school)

Activities:

1. Quiz.
 The questions were focussed on excerpts of music. When the students were unable to think of the answer, a game of Hangman was introduced to assist them.
 - (i) Music: Faster than the Speed of Light.
 Question: Who is the singer of this song?

- (ii) Music: Who Pays the Ferryman?
Question: What Television programme is this the theme music for?
- (iii) Music: Titles, from Chariots of Fire by Vangelis.
Question: What film was this the theme music for?
- 2. Students were invited to draw a picture using shapes produced with crayons on their sides.
Music: Chariots of Fire by Vangelis.

Outcome:

Three of the boys were very disruptive and one was sent out. Cheeky boy was more cooperative than previously but still tended to do what he wanted rather than the set activity. Quiet girl did a pattern this session rather than the usual tiny shape. Two boys were very quiet and withdrawn and the remaining girl appeared to enjoy all of the activities.

GROUP 3, SESSION 5.

(One girl and one boy absent)

Activities:

- 1. Quiz.
Music: Moonlight Shadows sung by Maggie O'Reilly.
Question: Who is the singer?
Music: 1812 Overture transcribed for Arp synthesizer.
Question: What instrument is playing this music?
Music: "Promenade - Chicks in their Shells" from Pictures at an Exhibition, played by Tomita (on synthesizer).
Question: What creatures are represented in this music.
Music: Miss You Nights sung by Cliff Richard.
Question: Who is this singer?
Music: Intermezzo No. 1 featuring Benny Andersson of ABBA.
Question: What group is playing this music?
Music: Knowing Me, Knowing You, sung by ABBA.
Question: What group is this?
Music: Tubular Bells by Mike Oldfield
Question: What instrument is this?
Music: Flashdance...What a Feeling, sung by Irene Cara.
Question: Who is the singer?
- 2. Follow the Leader
Music: Flashdance
Moonlight Shadow.

Outcome:

The class seemed to be able to cope with the "Quiz" approach to music and for some of the items, Hangman was used to help them find the answers.

They were especially intrigued by "Promenade - Chicks in their Shells" and requested that it be played again. Some of them made crude remarks about it however, that was not entirely inappropriate for the music did sound rather crude.

In general, the students were attentive.

Very shy girl recognised Cliff Richard and felt pleased with herself although still rather embarrassed.

One of the boys almost never spoke and he plus another quiet boy were the only students not to participate in Follow the Leader.

GROUP 3, SESSION 6.

(All present)

Activity: Crayon Drawing

Music: Two tapes sung by Bruce Springsteen.

Outcome:

Two of the students brought tapes of songs sung by Bruce Springsteen so the Researcher agreed to let the students listen to them. They were also given paper and crayons and were allowed to draw whatever they liked. The group was transformed! For almost 45 minutes, there was hardly a sound as the students listened to the music and drew pictures. Three of the most disruptive boys were totally cooperative and one of them did two very beautiful pictures. Shy girl actually had a conversation with the researcher whilst another boy who usually sat with his head on the desk actually drew a picture as well.

All of the students were totally committed to the task.

Observations:

The Researcher never felt comfortable with this group of students. The class teacher said that this group was more sophisticated than the other two groups and did not like doing babyish things. However, in many ways, this group was less mature than some of the children in the other groups. But the researcher never felt as though she was establishing contact with this group until this final session.

OUTLINE OF THERAPY SESSIONS

Study 3

SCHOOL 4, SESSION 1.

(All boys present.)

Activities:

1. Brief discussion focussing on - name, interests.
2. Brief discussion of the format of the group, i.e., number of sessions, content, etc.
3. Drawing. "Me and my family at home, everybody doing something."

Outcome:

The boys all focussed on their favourite TV programme during the discussion. They were fully cooperative during the drawing. Two of the boys (BE and SN) appeared to be rather quiet, the others were all very talkative so that on the whole the group was quite boisterous. SN sucked his fingers almost all the time. An enjoyable session.

SCHOOL 4, SESSION 2.

(All boys present.)

Activities:

1. Brief discussion about what they had done during the weekend.
2. Talked about listening to music during the sessions and suggested that they bring some of their tapes.
3. Drawing.
Music: Timewind.
At first the boys were asked to lie on their backs on the floor and then listen to the music. They were then given a piece of paper and crayons and asked to draw a picture of what they heard in the music.
4. The session finished with a group discussion of the drawings.

Outcome:

All of the boys did drawings. DN's was some sort of long car. The others all drew aliens, or winds (tornados) or something to do with outer space. Another enjoyable session.

SCHOOL 4, SESSION 3.

(All present.)

Activities:

1. SN had brought a tape and a book. Unfortunately the tape was a story so the group listened to a little bit of it then the Researcher got him to tell what happened for the rest of the story.
2. Exercises
 - Shaking Loose
 - Rocking Back and Forth on the Feet
 - Shaking Loose
 - Wombing
3. Drawing on Blackboard.
Music: Equinoxe.
 The boys were each given a portion of the blackboard to use and they were asked to draw patterns using full arm movements.

Outcome:

The boys cooperated well during the exercises although there was a lot of chatting while they did them. The drawings on the blackboard were really well done. Most of the boys were really involved but two of the boys (HH and DN) were on back-to-back easels and they found it difficult to concentrate because they were constantly teasing each other. RD found it very difficult to start his drawing but responded very well to encouragement.

SCHOOL 4, SESSION 4.

(RD absent)

Activities:

1. Brief discussion about what they did over the Easter break.
2. SN brought a tape of "The Ghostbusters" so the group listened to a portion of that.
3. DN had requested last session that they be able to draw a picture of their own choice so they were invited to do that for this session.
Music: Ghostbusters.
4. Free Movement to Music.
Music: White Eagle (Tangerine Dream)
5. Follow the Leader.
Music: Faster than the Speed of Light (Bonnie Tyler)

Outcome:

For the drawing, most of the boys did ghostbuster houses or ghosts. DN did another big car with a space vehicle in the air.

HH could not settle immediately. He was too involved in listening to the music so the Researcher suggested that he get up and dance. He did this very readily and was really involved. He had a very acute sense of rhythm and danced beautifully with no embarrassment at all.

During the Movement to Music, BE and SN were very self-conscious.

During Follow the Leader, most of the boys could not think of anything to do when it was their turn. However, HH and GN were able to think of actions.

At one stage Researcher sent DN onto the verandah outside the room for a few minutes because he became too excited, knocking a chair over in his exuberance. When he came back in he had calmed down.

After the session the Researcher asked the Senior Teacher of Junior Classes for an additional person for next time so that there would be an even number for working in pairs.

HH appeared to be quite a leader and would interact with anyone who would respond. CG seemed to be quite attached to him, watching his movements all the time and directing most of his remarks to him.

SN sucked his fingers much less during this session. He appeared to enjoy the session but the other boys did not seem to pay him much attention.

BE rarely spoke but became very engrossed in all the activities.

DN found it very difficult to be sensible. He often made "silly" remarks and it was almost as though when he came into these sessions, the lid came off and all the mischief that had been repressed in the outside world suddenly came tumbling out.

GN was about a year older than the others and slower intellectually but the others accepted him fully and did not seem to notice the age difference.

SCHOOL 4, SESSION 5.

(All present plus a new boy - JY.)

Activities:

1. Drawing. "Me and My Family all at Home. Everybody doing something."
2. Follow the Leader.
Music: St Elmo's Fire.
3. Sand modelling.
There were sand trays in the room and the boys wanted to use them so the Researcher agreed.

Outcome:

A very successful session. All of the boys were fully involved in all of the activities.

SCHOOL 4, SESSION 6.

(RD absent.)

Activities:

1. "Ginny Crack Corn" with guitar accompaniment.
2. Follow the Leader.
Music: USA sung by Bruce Springsteen (tape brought by DN).

Outcome:

The boys were ten minutes late arriving this session so less was achieved.

Follow the Leader was very successful. At one stage DN was leading and he made some very strong, powerful movements.

The boys all joined in the action song (Ginny Crack Corn), even BE. At one stage they all followed along behind the Researcher. They enjoyed the joke!

SCHOOL 4, SESSION 7.

(All present.)

Activities:

1. Discussion of events since the last session.
2. Listened to a tape brought by JY. (It was a story rather than music.)
3. Hokey Tokey action song.
4. Follow the Leader.

Outcome:

DN arrived early for the session. He was usually first to come and would be very quiet when by himself. He appeared to like the short chat alone with the Researcher but once the other boys arrived, he became really silly.

The boys were very "high" in this session and difficult to control. They were not listening to each other or to the Researcher. HH was very cheeky and uncooperative. Only two of the boys (GN and BE) really cooperated during this session.

The Researcher started teaching them the Hokey Tokey but they got confused with left and right. The group was standing in a circle to do the song so this may have confused them.

SCHOOL 4, SESSION 8.

(All present.)

Activities:

1. The Researcher began the session by telling the boys that she had brought stickers with her and would be giving them out at the end of the session to those who had listened really well.
2. She also talked about their confusion over left and right and demonstrated to them the effect that it has when someone is standing opposite, i.e., their right hand will be opposite your left hand.
She then lined them up in two lines, each with a partner standing opposite and got them to watch what happened when they all put their right hand up. This was repeated several times.
3. Hokey Tokey.
The children did this standing in two lines.
4. In pairs - standing back to back lean against each other and feel what each other's back is like.
Repeat this with 3 different partners.
Discuss findings.

Outcome:

All the children worked extremely well. The discussion of backs revealed that most of the backs felt bony. The reasons for this were explored.
Each boy earned a sticker. These were put out on a flat surface and they were each able to choose one.

SCHOOL 4, SESSION 9.

(All present.)

Activities:

1. Hokey Tokey.
2. Follow the Leader.
Music: St Elmo's Fire.
3. Free Movement.
Music: USA, Bruce Springsteen.
4. "Who Stole the Cookie from the Cookie Jar?"
5. Stickers.

Outcome:

The boys were 20 minutes late for this session because a reminder notice had not been sent round so there was very little time for anything. DN brought his Bruce Springsteen tape again. They all worked really well with very few instances of disruptive behaviour.

There was an amazing difference in the DN and RD, especially the latter. All of a sudden, he had become much more mature and responsible. "Who Stole the Cookie From the Cookie Jar?" was played at one of the CG's request and they all played it really well. All earned stickers.

SCHOOL 4, SESSION 10.

(All present.)

Activities:

1. Music: Timewind.
Lie flat on the floor and listen to the music, then... move one hand... move both hands... move one leg... move both legs.
Now standing. Imagine that you are flying like Superman. Follow the music in whatever way you want.
2. Free Movement to GN's tape.
Music: "War of the Worlds - Coming of the Martians."
3. "Who Stole the Cookie from the Cookie Jar?"

Outcome:

The boys moved beautifully to Timewind, then at the end of the excerpt where it sounded as though there was a bang in the music, they all did a crash-dive to the ground. It was quite spectacular and appropriate. They loved this music and followed it well.

During GN's tape, they imagined themselves being Martians and again did it beautifully, including HH.

The game did not go as well as last time.

CG, BE, RD and GN got stickers. JY did not whine as much as usual and SN was more involved today. He followed HH a lot though.

SCHOOL 4, SESSION 11

(All present although the Researcher let DN go back to his class because they were having a special lesson with a Traffic Officer on "Road Sense" and he really wanted to be there.)

Activities:

1. Music: White Eagle.
Gentle free movement around the room.
2. Music: Coming of the Martians.
The boys immediately began to imagine they were Martian soldiers so the Researcher suggested that they change to Martian Creatures. When she said "change" they had to be a completely different creature. (Repeated this about five or six times.)
3. Music: Timewind.
The same excerpt as last time so that they could end with the crash-dive that they enjoyed so much.

Outcome:

BE's creatures were particularly imaginative and all very different. He was excellent and JY was whining much less this session.

SN was still following HH a lot but CG was following him much less.

All the boys worked well and all got a sticker.

SCHOOL 4, SESSION 12.

(Absent: BE and HH - he was kept back by his teacher.)

Activities:

1. Brief discussion about what had been happening in the past few days - Nuclear melt-down in Russia, etc.
2. Music: Timewind.
Free Movement.
3. Exercises
 - Shaking Loose
 - Rocking Back and Forth on Feet
 - Slow Jumping (used a grid that was drawn on the carpet as markers)
 - Shaking Hands Loose
 - Arm Stretch
 - Flying
 - Calming Inner Energy

Outcome:

At one stage, the Researcher had to talk quite firmly to DN and he became tearful. She talked to him after the session about it but he would not say what the trouble was other than he was getting into a lot of trouble at home.

All listened very, very well today.

SCHOOL 4, SESSION 13.

(Absent - CG and BE.)

Activities:

1. Started with a brief discussion of how things had been for them since the last session.
2. Music: Timewind.
Lying on the ground just listening to the music.
3. Exercises
 - Shaking Loose
 - Rocking Back and Forth on Feet
 - Slow Jumping
 - Arm Stretch (Pretend that you are a Bionic Man pushing the walls out.)

4. Find a partner.
Lying on floor on backs, link your feet up. Dance in the air with your soles of feet touching. Follow each other's feet gently.
5. With a partner.
Facing each other, one person with eyes open, second with eyes closed. Put one hand up (left hand facing other person's right hand), about six inches distant from each other. Second person is to try to follow the other person's hand just by sensing the heat radiating out or whatever sensation they are able to perceive.

Outcome:

HH was fairly lively. He stated boredom with the exercises and shortly after him, GN did as well. However, once they began the exercises they participated really well, especially RD and GN. They moved very beautifully.

SCHOOL 4, SESSION 14.

(All present.)

Activities:

1. Discussion about what they had done during the two weeks of the school holidays. This was the first session for the second term.
2. Music: Intermezzo by Abba.
Free Movement.

Outcome:

The discussion took the first twenty minutes for a lot had happened.
GN's house burnt down during the holidays.
RD had lost a tooth. He was much quieter and more mature in this session.
SN had lost a tooth and it had been glued back in again so he was now unable to suck his fingers.
BE talked about his holiday and JY was well behaved today.
All of the boys were more cooperative than usual and were a pleasure to be with.

SCHOOL 4, SESSION 15.

(Absent - CG and GN.)

Activities:

1. Music: Why worry? - Dire Straits.
Move your body without moving your feet. Imagine that they are glued to the ground. Now imagine that one hand is glued to the ground. Move your body with that hand glued. (Repeated this for other parts of the body as well.)

2. Moving slowly around the room, imagine that you are a hovercraft. Move gently and smoothly.
3. Music: Intermezzo - Abba.
Imagine that you are gypsies dancing.
Now dance with a partner.
Now alone.
Now a different partner.

Outcome:

They all participated well.

However, when they were asked to find a partner the dynamics changed.

SN seemed to have become very attracted to HH and would follow him in everything.

BE was more imaginative than most of the children but the others did not appear to want him for a partner.

HH was inclined to sulk if he could not get his own way.

SCHOOL 4, SESSION 16.

(All present.)

Activities:

1. Began by putting cushions in a circle on the floor and when they had all arrived they came and sat on them. Someone requested "Who Stole the Cookie From the Cookie Jar?" so the game started immediately.
2. DN had brought a Dire Straits tape - a very slow piece.
Began with very slow movement and as the music gathered speed the Researcher suggested that they imagine they were the drummer, then the trombone, the guitar, etc.
3. Music: St Elmo's Fire.
Continued the mimes begun in the above piece because they were enjoying it so much.
4. Music: Faster than the Speed of Light.
Follow the Leader whilst standing in a circle.
5. Music: Bayreuth's Return from Timewind.
Lying flat on the floor, imagine that you are a delta-wing aircraft, gradually taking off and flying gently through the air.
6. Music: Intermezzo - Abba.
Dance like a gypsy.
7. While they were lying flat on the floor, the Researcher took them through a quick relaxation procedure to end the session.

Outcome:

They played the game in Activity 1 really well.

They also participated well in the dancing although they found it quite hard to come up with ideas in Follow the Leader.

They ended the session in a very excited state so the relaxation at the end was necessary to "bring them down to earth" again.

- DN ...appeared to need to yell and scream a lot. He talked quickly about what he was doing all the time he was moving. He was quite excited during this session because it was his brother's birthday.
- GN ...was back and enjoying himself. He was away last time because his family had gone to live in different accommodation because of the fire. He was now bussing across town.
- JY ...worked beautifully this session as did BE and RD. JY was much more cooperative and mature.
- SN ...was very silly this session. His adoration of HH was very obvious. He giggled at him, copied him, and seemed a lot happier than in the early sessions. Since he knocked his tooth out, he had not sucked his fingers at all.
- HH ...was extremely mischievous. He would lead the others astray and tease them. They all appeared to love him and he really put life into the group but could also be quite a handful.

SCHOOL 4, SESSION 17.

(Absent - DN.)

Activities:

1. Discussion of events since last session.
2. Music: Titles from Chariots of Fire.
Move in slow motion like in the film.
Suggested that they imagine they were different types of athletes, e.g., a runner, a jumper, a javelin thrower, etc.
3. Music: Mandingo.
Imagine that you are Africans playing bongo drums or some other sort of drum.
4. Music: Intermezzo.
Fast movement, but the researcher got them to concentrate on the rhythm. She clapped with the music to assist them to hear it and then got them to clap the rhythm while listening to it.

Outcome:

A good session although CG was inclined to pout if he did not get sufficient attention. RD was very quiet and serene, quite different from the boisterous, slyly naughty boy at the start of the programme.

SCHOOL 4, SESSION 18.

(Absent - RD and BE. The latter was late because his teacher had kept him back to finish his reading.)

Activities:

1. Music: Timewind.
Imagine yourself flying up into the sky, soaring, carried by the wind.
2. Music: Ride Across the River - Dire Straits.
Free Choice, interspersed with clapping hands above heads, and stamping feet.
3. Music: Mandingo.
Sit on the floor and imagine yourself playing bongo drums.
Now stand and play big bongo drums.
4. Music: Five Circles from Chariots of Fire.
(a) With a partner, dancing slowly together mirroring each other, then further apart.
(b) By yourself, imagine that you are stuck to the floor from hips to feet.
Then your feet are stuck to the floor, ...one foot, ...one hand, ...both hands, ...your back, ...your head.
See how far you can move while you are stuck to the floor.
5. Music: Intermezzo.
Free dancing around the room.

Outcome:

The boys did not listen well today. They tended to please themselves, interfering with equipment in the room. At one stage the Researcher had to talk to them quite strongly.
JY had to be given Time Out for a few minutes at one stage. He could be very sneaky, surreptitiously hitting others. GN pinched JY as he came in. Quite a few were doing that sort of thing.

BE came in to the session at 4 (b). He moves absolutely beautifully. He becomes quite free and skips and jumps with a great sense of abandonment.

SCHOOL 4, SESSION 19.

(Absent - Rd.)

Activities:

1. Exercises
 - Shaking Loose
 - Rocking Back and Forth on Feet
 - Slow Jumping
 - Arm Stretch
 - Flying
2. Music: Tubular Bells.
Imagine you are roller skating.
Imagine you are ice-dancing.
Imagine you are like Torvill and Dean.

3. Music: St Elmo's Fire.
Free Movement.
4. Music: Intermezzo.
Free Movement.
5. Music: Chariots of Fire.
Now you are athletes moving in slow motion.

Outcome:

All of the boys except HH and Gn participated beautifully this session. HH had been in trouble in his classroom and had obviously been crying. He was trying to irritate the other boys but except for GN, they were all able to ignore him. DN was producing strong, very energetic movements and was away in a world of his own. BE wore a big smile for the whole session and was really enjoying himself. SN, CG, and JY also worked beautifully and were not distracted by HH.

SCHOOL 4, SESSION 20.

(Absent - Cg and Rd.)

Activities:

1. Music: Tubular Bells.
Imagine that you are stuck to the floor by your back, ...then both shins, ...then one shin, both shins of your partner, ...then the soles of your feet.
2. Exercises - Stretching Arms
- Shaking Loose
3. Music: Timewind
Imagine you are flying on a hang-glider.
You are sailing on a wind-surfer.
You are now on water skis.
4. Music: Qu'appelle Valley Saskatchewan.
Free Movement.
Now you are Red Indians.
5. Music: Intermezzo.
Now you are gypsies.

Outcome:

HH was again quite disturbed today and influenced GN. The others worked well despite HH's silly behaviour.

SCHOOL 4, SESSION 21.

(All present.)

Activities:

1. Ginny Crack corn with guitar accompaniment.
2. Percussion Instruments.

Introduced the boys to the following rhythms.

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3. The Researcher then played a rhythm and the boys imitated.

Outcome:

The boys attended very closely. HH and CG both demonstrated that their sense of rhythm was well developed.

An excellent session.

SCHOOL 4, SESSION 22.

(Absent - BE. His teacher asked for him to be excused because he was in the middle of an Art assignment and really engrossed.)

Activities:

1. Who Stole the Cookie from the Cookie Jar?
2. Ginny Crack Corn.
3. Statues.

The Researcher provided a rhythm on the guitar and the boys were to move freely, but in time with the rhythm. When the music stopped, they had to "freeze" in whatever posture they had reached.

This activity was repeated but with CG playing a rhythm on the drum. When he stopped, they were to freeze.

HH also had a turn at playing a rhythm. Same process.

4. Percussion Instruments.

Each boy had an instrument from the following -

...drum, tomtom, maracas, castanets, woodblocks. They were to imitate the rhythm that the Researcher was playing on the guitar. When it changed, they were also to change. The same activity but with the boys moving around the room while they played the instruments.

Outcome:

At first, some of the boys were not listening well, especially SN, HH and JY, but by the end of the session, their participation was excellent.

It was necessary to remind them at one stage that we are learning to respect and care for each other, and that meant not hurting each other.

By the end of the session the boys were very receptive and willing to try anything.

SCHOOL 4, SESSION 23.

(All present.)

Activities:

1. Music: Chariots of Fire.
Free Movement.
2. Music: Intermezzo.
Free Movement.
3. Music: Bayreuth's Return
Free Movement.
4. Music: St Elmo's Fire.

There was no direction for any of these pieces except to discourage the boys from copying each other and to suggest that they move in a variety of ways.

Outcome:

HH danced beautifully as did DN. The latter was totally involved in the music and changed the type of action according to the peaks in the music. He found it hard to slow down again at the end of the session.

BE was a lot more vocal during this session and even rebelled at one stage.

SN interacted more healthily with the others but was a bit cheeky at times. Cg tended to be rather petulant whilst RD was rather sedate and slow moving.

GN was cheery and enthusiastic but tended to kick out at the others as he passed them. JY worked very seriously and thoughtfully - a lot different from the whining boy who joined the group at the fifth session.

SCHOOL 4, SESSION 24.

(All Present.)

Activities:

1. Talked about favourite wishes. The boys wrote down what their most important wishes would be.
2. Music: Concerto for Sitar and Orchestra - Ravi Shankar.
Working in pairs - imagine that you are snake-charmers and snakes.
Working in pairs - one person moves and the other person is that person's shadow.
3. Music: Theme from ET - Ron Goodwin.
Again working in pairs continue being Shadows of each other.
Free Movement.

Outcome:

The boys enjoyed talking about wishes and produced the following: -

- GN I wish I had \$1,000,000 worth of transformers.
 BE ...a box of space leggo, and \$1,000,000 of transformers.
 SN ...duck feet [sweets], bag of chips.
 RD ...transformers [a transformer is a toy which can change its shape for example, from a robot to a jet fighter.]
 DN ...a milky bar and a match-box car.
 HH ...bag of chips, hubba-bubba [bubblegum], and a milkie bar.
 CG I want a video and two tapes, and two big bags of chips.
 JY ...a records rubber and a match-box car, and hubba-bubba and duck feet.

Another excellent session.

SCHOOL 4, SESSION 25.

(All present except HH who had gone to stay at Health Camp.)

Activities:

1. Music: Chariots of Fire
 Lying in the floor listen to the music with your eyes closed.
 Imagine that you are swimming through water.
 Now moving around the room, imagine that you are an under-water diver.
 Now you are a fish, ...now a dolphin,now a whale, ...a herring, ...and an eel.
2. Music: I Heard it Through the Grapevine.
 Imagine that you are spies. You are "slinking" along.
3. Music: Starwalker sung by Buffy Saint-Marie.
 Now you are Red Indians around a camp fire.

Outcome:

The boys did not listen well today. They found it difficult to do things without using props from the classroom. For instance, when swimming, Dn got a chair and lay across it with his arms and legs making swimming motions. The others all copied him. After that, it was difficult for them to do anything without such equipment. They were probably also influenced by HH's absence.

SCHOOL 4, SESSION 26, 21.7.86

(All present except HH.)

Activities:

1. Music: Concerto in F maj. for two oboes, bassoon, two horns and violin - Vivaldi.
Discussed and described instruments of the orchestra and then the boys pretended to play one of them whilst listening to the music.
2. Music: Theme to McIver, the television programme.
SN brought a tape of this piece so it was used for free movement.
3. Music: Nick Nack Paddy Wack - Ron Goodwin and the RPO.
Free Movement.
4. Music: Intermezzo.
Free Movement.
Your back is stuck to the floor, ...one hand is stuck, ...one foot, etc.
5. Music: Brothers in Arms - Dire Straits.
Lie on backs on the floor listening to the music, then move slowly to your feet and begin moving in your own time around the room. Explore the space fully and use your own movements. Try not to imitate others all the time.

Outcome:

During McIver, the boys seemed rather disinterested. They moved in a stilted way except for BE, JY and SN. This disinterest continued into Intermezzo until Researcher played it a second time and gave them directions. They really seemed to be missing HH. Without him, their inspiration had gone. They were much better with direction from Researcher.

In Brothers in Arms, when the music changed to a percussive beat, they began to imitate DN who had taken a chair and was using it for a drum. At this point Researcher became quite firm and said that I did not want them to imitate DN or use equipment but rather to use their imaginations. Immediately SN and RD began to use quite beautiful explorative movements.

SN	...was really working well now.
JY and GN	...were quite inclined to annoy the others during this session.
DN	...became quite rapt in the music at times but knocked over a box of beans. He picked them all up then became quite tearful when Researcher praised him for doing it without being asked. It seemed that he might be feeling quite miserable at times.
BE	...was very lively and spontaneous and seemed to love the music. He used a lot of short, sharp movements, although at times he moved much more gracefully.
CG	...often behaved like a "spoilt" child although he had quite good sense of rhythm. He copied the others a lot and clamoured for attention. The Researcher found it difficult to refrain from rebuking him all the time.

SCHOOL 4, SESSION 27.

(Absent - HH, DN.)

(Before this session began, DN's teacher came to the Researcher and said that he had asked if he could stay with his class today. She said that he had really changed. He was answering questions much more readily, volunteering answers, improving academically, and his mother had been much more friendly as well. Both of his parents came to the parent interviews. DN then came and asked if he could miss today because he wanted to do P.E. with his class. The Researcher readily agreed.)

Activities:

1. Began with a discussion of recent events in the lives of the boys.
CG had brought some of his birthday gifts to show.
2. Music: Moonlight Shadow.
Free movement.
Playing an imaginary instrument.
3. Music: Fugue in C Sharp Minor (J.S.Bach: Arr.Howarth) played by the London Festival Brass Ensemble.
Playing an imaginary instrument.
4. Music: La Fete Savage - Vangelis
Free Movement.
5. Music: The Piper - Abba
Chose one of the children to be a "piper" and the others followed him.
6. Music: Concerto for 2 Oboes etc., - Vivaldi.
Lying on the floor listening.

Outcome:

- JY ...was superb. He was the piper and his movements were creative and beautiful.
 BE His movements were also creative and beautiful.
 GN ...was more interested in playing than listening to the music.
 SN ...was much more on-task, thinking much more about what he was doing and moving more creatively.
 CG ...still tended to get petulant we he could not have his own way, but he recovered his cheeriness very quickly.
 RD ...tended to imitate the others this session.

SCHOOL 4, SESSION 28.

Absent - DN, BE, HH, JY.)

Activity:

The session was used for a discussion about the whole course, to find out how the boys felt about what they had been doing. Their comments were as follows:

	<u>Liked</u>	<u>Disliked</u>
GN	Stickers Dancing Drums Everything	Being "told off"
RD	Dancing Movement Percussion Stickers Listening to music on back	None
SN	Stickers Listening to music Dancing Moving	Being "told off"
CG	Stickers Listening to music Dancing Percussion Everything	None

OUTLINE OF THERAPY SESSIONS

Study Four

SCHOOL 5, SESSION 1

(All children present.)

Activities:

1. A brief description of the proposed sessions.
2. Introductions giving names and interests.
3. Drawing free choice.

(Prior to the arrival of the children, the paper for them to draw on had been pinned up around the walls.)

Outcome:

Two of the boys (CG and DY) were quite mischievous together. RD was intellectually slower than the other children and not willing to answer questions but would then talk freely when others were talking. The other children (JN, CY, NA, LA, and KL) were all very cooperative and willing to participate fully.)

SCHOOL 5, SESSION 2.

(One boy - DY absent.)

Activities:

1. Brief discussion about events in their lives since last session.
Researcher also explained that she had brought stickers with her and would give them to people that she considered had worked well during the session.
2. She also talked about the music she would use and suggested that they bring some of their own tapes.
3. Music: Timewind
Lay on their backs to listen to the music.
Drew a picture of what they heard in the music.
4. Group discussion of the pictures they had drawn.
5. Issued stickers to those who had worked well.

Outcome:

All of the children participated well and earned stickers.

SCHOOL 5, SESSION 3,

(All children present.)

Activities:

1. Discussion about what they had done over the long weekend (Queen's Birthday).
2. Drew pictures of own choice.
3. Issue of stickers.

Outcome:

The children liked drawing pictures so there was full participation.

SCHOOL 5, SESSION 4.

(One boy - RD absent.)

Activities:

1. Music: Equinoxe
Oxygene.
Listening to Music.
Researcher suggested that while they were listening they could look for the theme of a current TV programme.
2. Follow the Leader.
3. Music: Oxygene.
Free choice picture.

Outcome:

Most of the children guessed that Oxygene contained the theme to "Our World."

KL arrived first for this session and was quiet and amenable but once the other children arrived he became quite obscene, acting out sexually and looking for approval from the others for his actions. Once the children began to draw he settled down and was quiet again.

DY was again very annoying, constantly teasing the others. JN became quite annoyed by him and also began to react by annoying others.

The other children were cooperative and worked well although CY seemed to be lacking in confidence. He also seemed to be less capable intellectually than the other children and tended to look to them for ideas, often copying them.

SCHOOL 5, SESSION 5.

(All children present.)

Activities:

1. Cy brought two tapes, both stories, but one of them - ET, had some music on it so the group listened to part of that.
2. Music: Chariots of Fire.
Free movement.
3. Picture. Free Choice.
4. Discussion of future sessions.

Outcome:

Three of the children were late arriving and had to be collected from their rooms.

The room the group was using had several cartons of guitars in it this session. The instruments were going to be put up on the wall on racks. Researcher discussed future sessions and how it might be when the instruments were laid out, and whether it would be possible to continue working in that room. The children want to try so it was agreed to keep using the room in the meantime.

JN, NA and LA were engrossed in their pictures. JN appeared to be quite artistic. CG and CY were standing together sharing felt pens but became quite competitive and argumentative. Researcher talked to them to calm them down.

DY and KL worked side by side and both were fully cooperative and engrossed although KL tended to get frustrated with this efforts at times. He seemed to be quite volatile.

RD worked apart from the other children and rarely interacted with them. However, if they annoyed him he would retaliate by hitting and sometimes would even follow them around the room in order to get his punch in.

SCHOOL 5, SESSION 6.

(All children present.)

Activities:

1. Discussion about events since the last session.
2. Ginny Crack Corn with guitar accompaniment.
3. Music: Faster than the Speed of Light - Bonnie Tyler.
Follow the Leader.

Outcome:

Not a good session.

La ...was upset because she was missing out on a running practice by coming to this session and she really wanted to be at the running. So the Researcher suggested to her that for future sessions she would have to make a choice. She would not be forced to come to the

music if she really wanted to be at running but she had to make a choice and then stick with it.

KL ...sneaked off to the toilet and disappeared for quite a while. Researcher eventually found him in the corridor and it was as if he wanted her to go looking for him.

NA ...was the only person to earn a sticker this session. The other children were unsettled and difficult to engage.

SCHOOL 5, SESSION 7

(DY absent.)

Activities:

1. LA brought a tape and the group listened to part of it.
2. Researcher explained a new system that she would be introducing for earning stickers. i.e., She would put all of their names on the board and during the session she would put ticks beside the names of those who were working well. At the end of the session, the person who earned the most ticks would have first choice of stickers. Every person who had earned at least one tick would get a sticker.
3. Music: St Elmo's Fire.
Follow the Leader.
4. Hokey Tokey with guitar accompaniment.

Outcome:

There was a Polytechnic student watching this session and the children were really conscious of her. However, they all participated well.

LA had decided that she might want to come to the Friday sessions after all.

All of the children earned a sticker.

SCHOOL 5, SESSION 8.

(DY absent.)

Activities:

1. Discussed the concepts of left and right and demonstrated the difference with the children.
2. Hokey Tokey - in lines opposite each other.
3. Choose a partner and sit back to back. Feel the partner's back. See what the characteristics are. Change partners and do the same thing again. Do this with three different partners.
Discuss the differences between the backs.

Outcome:

The children worked well on the whole although KL became annoying later in the session. He again arrived early and was fine until the other children arrived. We then discussed the fact that he had sneaked two stickers last time instead of just taking one and he became quite annoying after this.

RD worked extremely well today.

The back-to-back exercise went very well except for KL who would not cooperate.

LA gave Researcher a card that she had made to thank her for being kind to her.

SCHOOL 5, SESSION 9.

(DY absent.)

Activities:

1. LA brought her tape again so it was used for Free Movement. It was slow, gentle music.
2. Percussion instruments.
Each child was given a percussion instrument and played it while Researcher played a tune on the marimba.
3. Each child was given a turn to play a tune using the marimba whilst the rest of the group accompanied with the percussion instruments.

Outcome:

The children were thoroughly absorbed in using the percussion instruments and responded beautifully. They played well and in general took good care of the instruments.

KL ...was an "angel" today. He did some beautiful work with the marimba and in the movement.

JN ...was very shy at times but overcoming it.

LA ...appeared to act to please Researcher rather than to express herself.

NA ... was calm and outgoing. No problem.

CY ...slower intellectually than most of the others, and still inclined to mimic.

CG ... was musically talented and graceful. However, he could be quite spiteful at times.

RD ...participated fully once he embarked on an activity. He liked strong movements and needed to be able to hit things hard. He really needed a big powerful drum.

A really good session.

SCHOOL 5, SESSION 10.

(CY absent.)

Activities:

1. Follow the Leader.
2. Instruments.

Xylophones and glockenspiels were used in this session. There were enough for each child to have the use of one. At first Researcher wrote a simple theme on the board using letter names and the group played it very slowly. They found this very difficult even though the letter names were written on the keys of the instruments. So for the rest of the time, they took turns at being the person to improvise a tune whilst others accompanied softly on their instruments.

Outcome:

The improvisation was very successful and the children were totally engrossed.

SCHOOL 5, SESSION 11.

(Absent - JN, LA and DY.)

Activities:

1. Music: White Eagle.
Free movement.
2. Music: Timewind
Imagine that you are a creature from Mars. The change to a different one. Change several times.
3. Music: Timewind.
Free Movement.
4. Instruments.
Three of the marimbas were used and the children took turns at playing them. One person would be the soloist playing the tune and the other two would accompany.

Outcome:

These children were very self-conscious in Movement to Music. They were inhibited and awkward. CG and KL were the only ones that were at all adventurous with their movements. In general, the children appeared to be much more comfortable with the instruments. CY had been reluctant to join in all session, then did a beautiful tune with the marimba when it was his turn to be soloist. He appeared to have very little confidence in himself.

SCHOOL 5, SESSION 12.

(Absent JN and KL.)

Activity: Plasticene modelling.

The children were allowed to make whatever they wished with the plasticene. Each child used colours that they had chosen.

Outcome:

- DY ...worked well. He made a big TV, and then a ball and threw it around.
 CG ...made a green and yellow plane then played with it.
 CY ...just mixed colours together and flattened the plasticene. He did not make a model.
 RD ...worked very competently, moulding the plasticene into shapes. He also mixed colours. He did not explain what his model was, in fact Researcher was not sure that he knew.
 LA ...made a two-dimensional picture of a TV.
 NA ...made a two-dimensional picture of the sea but the blue was too crumbly so that it did not work out very well.

The children were very engrossed in the task.

SCHOOL 5, SESSION 13.

(Absent: KL, DY, JN.)

Activity: Plasticene modelling.

The children were invited to make a creature of some sort while listening to the music.

Music: Oxygene (Theme to "Our World".)

Outcome:

- RD ...although the least intelligent of all the children, was very competent in this task. He moulded the plasticene, combined colours, and was really engrossed. He made a plane and a garage.
 CG ...made a sort of dinosaur. He said that it was part bird, part man, part fish and was called "Spikey". It was green and yellow and he put skis on it so that it could go through the water.
 CY He needed to watch the others for ideas and copied them. He was very lacking in confidence but made a baby creature for CG's creature.
 LA ...made a dolphin. She decided on this after NA said that she would make a whale. LA's model was two-dimensional again.
- NA ...made a two-dimensional whale, octopus and sun but did not finish.
 LA and NA were very reliant on each other for ideas.

Another good session.

SCHOOL 5, SESSION 14.

(Absent - KL, DY.)

Activities:

1. Exercises
 - Shaking Loose
 - Rocking Back and Forth on Feet.
 - Slow Jumping
 - Shaking Hands Loose.
 - Arm Stretch
2. Follow the Leader.
Music: Faster than the Speed of Light
3. One foot stuck to the floor, bottom stuck, elbows stuck, etc. Move the rest of the body while stuck.
4. Music: Chariots of Fire.
 Imagine that you are moving through space in slow motion.
 Imagine that you are athletes moving in slow motion.
5. Music: Bayreuth's Return from Timewind.
 Lying on the floor on your back, imagine that you are flying through space.
 Now moving around the room, imagine that you are flying through space.

Outcome:

- JN ...was back from his stay in the country and pleased to be back.
- RD ...worked really well but the Researcher had to make sure that he understood. For instance, he did not know what "slow motion" meant.
- CG ...was a bit non-compliant but the others - LA, NA and CY worked well.

A good session.

SCHOOL 5, SESSION 15.

(Absent: KL had gone to stay at Health Camp, DY had gone to another school).

Activities:

1. Free Movement.
Music: Intermezzo - Abba.
2. Feet stuck to the floor, move the rest of your body. One hand stuck to the floor, etc.
 Now imagine that you are a plant, sprouting and growing gradually.
3. Music: Why worry? - Dire Straits.
 Imagine that you are a hovercraft.
 Now you are a spacecraft, ...now a bird, ...now a kite.
4. Music: Intermezzo - Abba.
 You are gypsies dancing.

Outcome:

During the first activity the children were really shy and restricted. They responded better to Activity 2 and did that really well.

They did not know what a hovercraft was so Researcher had to explain it to them. Once they knew, they participated really well. They also were beautiful spacecraft, birds, etc.

For activity 4, they were again quite inhibited so Researcher got them moving by clapping and getting them to follow her movements. She did not think that they knew what gypsies were either. These children found free movement quite difficult although CG was less inhibited than the rest.

SCHOOL 5, SESSION 16.

(Remaining six children present.)

Activities:

1. Music: Why worry? - Dire Straits.
Children lying on back just listening to music.
2. "Who Stole the Cookie from the Cookie Jar?"
3. Music: Why worry?
Playing imaginary instruments.
4. Music: Oxygene.
Imagine that you are a delta-wing plane flying.
Imagine that you are a star moving through space, now you are going on a space walk.
5. Music: Intermezzo.
Free Movement.

Outcome:

A disastrous session. It began with the school choir children coming in and trying to take over the room. They got quite angry and aggressive when the Researcher would not let them in. The children from the Movement group had a difficult job getting through the crowd into the room. Consequently, the first activity was used to calm both the children and the Researcher down again. However, "Who stole the Cookie?" went really well. The children all participated and entered into the spirit of it.

Playing Instruments...It was necessary for Researcher to list various instruments on the board for them to choose from before they could think of ideas. They had very limited knowledge of such things and limited imaginations.

The children also found the delta-wing aircraft difficult to imagine. They were much better with a star and space-walk.

They also found the Intermezzo difficult. These children did not respond naturally to the music and needed a lot of guidance.

JN ...did not respond at all after the initial activity. He just curled up inside his sweatshirt and stayed there. He had been thrown out of his previous class for something so that had probably him. The Researcher wanted to talk to him at the end of the session but he rushed off before she had the chance.

RD, CY and JN all arrived with their gumboots on and tried to dance in them!

It was possible to draw RD and CY into the activities but not JN.

SCHOOL 5, SESSION 17.

(Six children present.)

Activities:

1. A twenty minute discussion centring on JN's and CG's behaviour last session and the effect that had on the group.
Discussed with the children what the group should do for this session and on the coming Friday.
2. Did not use recorded music at all this session. The children chose to spend the remainder of the time improvising music on the xylophones and marimbas.

Outcome:

The session went really well. All of the children were fully involved and engrossed in what they were doing.

The children decided that the next session would be working with playdough.

SCHOOL 5, SESSION 18.

(Six children present.)

Activity: Modelling Clay (Playdough).

Music: White Eagle.

Listened to the music briefly then began modelling.

Outcome:

- CY ...much more imaginative this session. He did not copy anyone and produced a two-dimensional picture. It was not any particular object. Rather, he combined colours and produced an abstract. It was very beautiful.
- JN ...It was his birthday today. He was very industrious. He made two models to everyone else's one. He used a lot of detail e.g., he made a guitar with strings on it for one of the models.
- RD ...was very industrious. It was not a very recognizable item but he gets very engrossed. The other children were very accepting of him.
- CG He made very detailed models very quickly - one was a plane.
- LA ...made a two-dimensional type of picture but did not finish it.
- NA ...made a two-dimensional type of picture and it was also not finished.

NA and LA did not copy each other this session. However they talked a lot so that prevented them finishing.

All of the children worked extremely well.

SCHOOL 5, SESSION 19.

(Six children present.)

Activities:

1. Discussion. JN said that he would be going to the country the next Monday to stay for four weeks while his mother was in England. The group talked about his birthday and the holidays coming up.
2. Who Stole the Cookies?
3. Ginny Crack Corn.
4. Chinese Whispers.

Outcome:

RD did not say anything during the discussion. During Ginny Crack Corn he did actions when the children were asked to hop or skip, etc., but not when asked to "be a bear" or things like that. The other children all did it very well.

In Chinese Whispers, the message got lost half way but the children enjoyed it.

A really good session. The children were attentive, listening and very cooperative.

SCHOOL 5, SESSION 20.

(Six children present.)

Activities:

1. Who Stole the Cookies?
2. Music: Oxygene.
Movement. One foot is stuck to the floor... one elbow, etc.
3. Music: As above.
Imagine you are swimming under the sea.
Imagine you are a space creature.
4. Instruments - two marimbas, bongos, maracas, scraper, cymbals.
The children took turns to be the marimba soloist whilst the others accompanied.

Outcome:

- JN ...was always fidgetting, doing something differently. He produced beautiful bongo playing, a lovely rhythm.
- CG ...was very strongwilled, creative, but non-compliant unless firmly checked.
- CY ...was always anxious he would miss out on his turn. He teamed up beautifully with NA on the marimbas.
- LA ...worked well, but always anxious to please. She did things to please Researcher rather than to express herself. Could be rather irritating.
- RD Instructions had to be very clear for him, but he really loved playing the instruments. He played them very strongly and loved the loud noise.

NA Very sensible, listened well. She played beautifully with CY. She was never a problem. She was quite a strong person and LA followed her a lot.

SCHOOL 5, SESSION 21.

(Six children present.)

Activity: Drawing - free choice.

The only direction was that Researcher suggested to LA that she draw something other than a house.

Music: La Fete Savage.

Outcome:

CY ...started work straight away, without copying. He worked next to CG and drew a mountain. Later in the session he began copying CG.
 CG ...drew a house with chimney billowing smoke. There were birds etc. He drew beautifully and moved very gracefully. Everything in his picture was drawn inside an imaginary castle.
 JN ...drew a peaceful country scene with a big tree and a house. He was quite artistic and used all sorts of texture in his pictures.
 NA ...drew a car driving down a hill. She talked a lot while she worked and as a result worked slowly.
 LA ...drew a guitar player.
 (LA and Na copied each other on minor details such as birds,etc..)

A really good session. The children were peaceful and cooperative. They discussed their pictures with each other at the end of the session.

SCHOOL 5, SESSION 22.

(Six children present.)

Activity: Drawings on cartridge paper using felt pens.

Outcome:

The children were very peaceful and calm this session. At one stage JN started singing spontaneously and the other children all joined in the song with him. It sounded beautiful. There was some discussion of absent fathers because CG said that his father was back in town and wanted to see him. JN said that he had never ever seen his father. He was quite angry at that and also hurt and resentful.

LA mentioned that she would be shifting house in a few weeks and would be going to a different school.

CY was much more confident this session. He did a totally original picture with no copying at all.

SCHOOL 5, SESSION 23.

(Six children present although JN was late. His teacher had made him stay in his classroom until he finished a story.)

Activity: Drawing with felt pens on cartridge paper.

Outcome:

All the children were very relaxed and contented. They enjoyed drawing and were interacting very well. They had become more considerate toward each other. They would wait for colours if someone else had the colour they wanted and their manners were much better.

SCHOOL 5, SESSION 24.

(Six children present.)

Activities:

1. Music: Oxygene, Equinoxe.
Imagine you are a Space Creature.
Now you are an underwater creature.
Once again you are a Space Creature.
Now you are something that lives in a tunnel.
You are something that lives in a pond, ...and now something that lives in the desert.
Now... fly through space ... and come to a landing.
2. Follow the Leader.
3. Improvisation using the instruments.

Outcome:

An excellent session.

CG's imagination was wonderful!

SCHOOL 5, SESSION 25.

Present: CG, LA, NA.
Absent: RD, CY, JN (they had gone on a class trip).

Activity: Drawing using felt pens.

Outcome:

This session there were 12 cartons of ukeleles in the room in addition to about three dozen cartons of plastic bags, 6 cartons of guitars, guitars on the walls, piano etc. The floor space was

now reduced to about half the original amount so it was not possible to use the room for movement to music any more, except in a very restricted way.

CG ...did very particular pictures... usually planes or cars with lots of detail. He preferred to use just one colour.

NA ...chatted a lot about what she was doing. She used lots of colours and lots of detail. She was quite particular.

LA ...was still doing everything to please Researcher. She wanted her to watch her all the time and could be quite irritating at times. She fantasized a lot. She would make things up to tell Researcher and it was obvious that she was making it up as she went along. She often produced a story on a similar theme to what someone else has already told the group.

All three children drew planes and cars this session.

SCHOOL 5, SESSION 26.

(Six children present.)

Activities:

1. Discussion about the class visit to Orana Park the previous week.
RD was nine on the previous day so the group talked a bit about his birthday.
2. Drawing with felt pens.

Outcome:

CG was rather defiant this session and JN was sucking on a miniature bottle with a teat! He seemed totally comfortable doing that. There was no embarrassment at all when Researcher questioned him about it.

SCHOOL 5, SESSION 27.

(JN absent.)

Activities:

The children decided that this session should be half instruments and half pictures.

1. Instruments.
The children and Researcher sat in a circle on the floor with the instruments in front of them. One child led with a solo and the others followed. They used xylophones, cymbals, tambourines, triangles, indian bells, wood blocks, bongos, marimbas. The children chose the instruments they wanted to use. One child started either the rhythm or the tune, the others followed. At the end, the group practised marching because the children were unable to feel this rhythm sitting down.
2. Drawings.
Free choice using felt pens.

Outcome:

The children all worked really well. They became very engrossed in their pictures.

SCHOOL 5, SESSION 28.

(Six children present.)

Activity: This was the last session so there was a discussion on the sessions and how they had felt about them.

Outcome:

<u>Child</u>	<u>Likes</u>	<u>Dislikes</u>
RD	Instruments Playdough Pictures	Movement to Music
NA	Drawing pictures Moving to Music Playdough	Instruments
CG	Pictures Instruments Playdough	Movement to Music
LA	Everything	
CY	Everything	
JN	Everything	

Observation:

There was a turning point at session 17 when future directions were discussed. In that session it was decided that the children would choose their activities but that the majority opinion would be that deciding factor. There was never a problem except on one day when the opinion was exactly divided. On that day (Session 27) the session was split in two and both activities done.

APPENDIX C**TABLES**

Tables 19 - 20	Parent Rating Scale Returns
Tables 21 - 70	Multivariate Analyses of Variance for the Photographs
Tables 71 - 78	Simple Statistics for Study One
Tables 79 - 84	Drawing Analyses for Study One

Table 19

PARENT RATING SCALE RETURNS BY SCHOOL				
SCHOOL A	Male No.	Male %	Female No.	Female %
<u>Pre-Trtmt Returns</u>				
Movement to Music	6	100	4	100
Art	6	100	4	100
Counselling	6	86	3	100
Control	9	100	2	100
Total Returns	27		13	
Total Not Returned	1			
<u>Pst-Trtmt Returns</u>				
Movement to Music	4	67	0	0
Art	5	83	1	25
Counselling	6	86	3	100
Control	8	89	2	100
Total Returns	23		6	
Total Not Returned	5		7	
SCHOOL B	Male No.	Male %	Female No.	Female %
<u>Pre-Trtmt Returns</u>				
Movement to Music	6	86	3	100
Art	4	80	4	100
Counselling	5	71	2	67
Control	5	83	2	67
Total Returns	20		11	
Total Not Returned	5		2	
<u>Pst-Trtmt Returns</u>				
Movement to Music	4	57	2	67
Art	3	60	1	25
Counselling	4	67	1	33
Control	2	33	0	0
Total Returns	13		4	
Total Not Returned	12		9	

Table 20

PARENT RATING SCALE RETURNS BY SEX					
PRE-TRTMT RETURNS	Male	Female	Male	Female	Total %
Movement to Music	6	4	6	3	95
Counselling	6	3	5	2	80
Art	6	4	4	4	95
Control	9	2	5	2	70
POST-TRTMT RETURNS	Male	Female	Male	Female	Total %
Movement to Music	4	0	4	2	50
Counselling	6	3	4	1	70
Art	5	1	3	1	53
Control	8	2	2	0	60
RETURNS BY SEX	Movt	Couns	Art	Control	Total %
Pre-Trtmt Male	12	11	10	14	89
Pre-Trtmt Female	7	5	8	4	92
Post-Trtmt Male	8	10	8	10	68
Post-Trtmt Female	2	4	2	2	38

Table 21

Means and Standard Deviations for Phot3b according to Sex and Race					
Level of SEX	Level of RACE	N	Mean	SD	
F	O	5	1.00	0.00	
F	P	21	2.19	0.98	
M	O	13	1.69	1.03	
M	P	37	2.24	1.01	

Table 22

Summary of Multivariate Analysis of Variance Main Effects for Phot3b according to Sex and Race					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
Sex	1	0.33	0.33	0.34	0.56
Race	1	7.48	7.48	7.83	*0.01
Sex x Race	1	1.16	1.16	1.22	0.27
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
Sex	1	1.58	1.58	1.65	0.20
Race	1	8.63	8.63	9.02	**0.00
Sex x Race	1	1.16	1.16	1.22	0.27

* significant at the .01 level of confidence

** significant at the .005 level of confidence

Table 23

Summary of Multivariate Analysis of Variance Main Effects for Phot3c according to Sex and Attendance at Sessions					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
Sex	1	3.55	3.55	4.77	*0.03
Attssess	6	3.00	0.50	0.67	0.67
Sex x Attssess	4	0.15	0.04	0.05	0.99
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
Sex	1	2.21	2.21	2.97	0.09
Attssess	6	2.63	0.44	0.59	0.74
Sex x Attssess	4	0.15	0.04	0.05	0.99

* significant at the .05 level of confidence

Table 24

Student-Newman-Keuls Test for Phot3c according to Sex			
SNK Grouping	Mean	N	Sex
A	2.61	51	M
B	2.15	26	F

Table 25

Means and Standard Deviations for Phot3c
according to Sex and Attendance at Sessions

Level of SEX	Level of ATTSESS	N	Mean	SD
F	0	5	2.20	0.45
F	3	1	1.00	0.00
F	6	5	2.00	0.71
F	7	3	2.00	0.00
F	8	2	2.50	0.71
F	9	10	2.30	0.82
M	0	14	2.50	0.94
M	5	3	2.67	0.58
M	6	5	2.40	0.89
M	7	5	2.60	0.89
M	8	5	3.00	1.22
M	9	19	2.63	0.89

Table 26

Summary of Multivariate Analysis of Variance Main Effects for Phot3e according to Sex and Attendance at Sessions					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
Sex	1	4.87	4.87	5.84	*0.02
Attssess	6	3.95	0.66	0.79	0.58
Sex x Attssess	4	2.14	0.53	0.64	0.63
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
Sex	1	4.52	4.52	5.42	*0.02
Attssess	6	4.11	0.68	0.82	0.56
Sex x Attssess	4	2.14	0.53	0.64	0.63

* significant at the .05 level of confidence

Table 27

Student-Newman-Keuls Test for Phot3e according to Sex			
SNK Grouping	Mean	N	SD
A	2.65	51	M
B	2.11	26	F

Table 28

Means and Standard Deviations for Phot3e
according to Sex and Attendance at Sessions

Level of SEX	Level of ATTSESS	N	Mean	SD
F	0	5	1.80	0.84
F	3	1	1.00	0.00
F	6	5	2.20	0.84
F	7	3	1.67	1.54
F	8	2	2.00	1.41
F	9	10	2.50	0.71
M	0	14	2.77	0.97
M	5	3	2.33	0.58
M	6	5	2.20	0.89
M	7	5	2.20	1.09
M	8	5	3.00	1.22
M	9	19	2.63	0.83

Table 29

Summary of Multivariate Analysis of Variance Main Effects for Phot1a according to Sex and School					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
Sex	1	1.91	1.91	2.44	0.12
School	1	3.90	3.90	4.98	*0.03
Sex x School	1	0.20	0.20	0.25	0.61
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
Sex	1	1.97	1.97	2.52	0.12
School	1	2.97	2.97	3.79	*0.05
Sex x School	1	0.20	0.20	0.25	0.61

* significant at the .05 level of confidence.

Table 30

Student-Newman-Keuls Test for Phot1a according to School			
SNK Grouping	Mean	N	School
A	2.45	38	B
B	2.00	39	A

Table 31

Means and Standard Deviations for Phot1a according to Sex and School				
Level of SEX	Level of SCHOOL	N	Mean	SD
F	A	13	1.85	0.90
F	B	13	2.15	0.99
M	A	26	2.08	0.84
M	B	25	2.60	0.87

Table 32

Means and Standard Deviations for Phot2a according to Sex and School				
Level of SEX	Level of SCHOOL	N	Mean	SD
F	A	13	2.00	0.71
F	B	13	2.46	0.87
M	A	26	2.27	0.60
M	B	25	2.88	0.78

Table 33

Summary of Multivariate Analysis of Variance Main Effects for Phot2a according to Sex and School					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
Sex	1	1.97	1.97	3.68	0.06
School	1	6.04	6.04	11.32	***0.00
Sex x School	1	0.10	0.10	0.18	0.67
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
Sex	1	2.04	2.04	3.81	*0.05
School	1	4.95	4.95	9.27	**0.00
Sex x School	1	0.10	0.10	0.18	0.67

* significant at the .05 level of confidence

** significant at the .005 level of confidence

*** significant at the .001 level of confidence.

Table 34

Student-Newman-Keuls Test for Phot2a according to School			
SNK Grouping	Mean	N	School
A	2.74	38	B
B	2.18	39	A

Table 35

Summary of Multivariate Analysis of Variance Main Effects for Phot3a according to Sex and School					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
Sex	1	0.01	0.01	0.01	0.93
School	1	8.77	8.77	9.55	**0.00
Sex x School	1	0.18	0.18	0.20	0.66
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
Sex	1	0.01	0.01	0.01	0.91
School	1	7.09	7.09	7.72	*0.01
Sex x School	1	0.18	0.18	0.20	0.66

** significant at the .005 level of confidence.

* significant at the .01 level of confidence.

Table 36

Student-Newman-Keuls Test for Phot3a according to School			
SNK Grouping	Mean	N	School
A	2.32	38	B
B	1.64	39	A

Table 37

Means and Standard Deviations for Phot3a according to Sex and School				
Level of SEX	Level of SCHOOL	N	Mean	SD
F	A	13	1.69	0.75
F	B	13	2.23	1.09
M	A	26	1.61	0.80
M	B	25	2.36	1.11

Table 38

Means and Standard Deviations for Phot3b according to Sex and School				
Level of SEX	Level of SCHOOL	N	Mean	SD
F	A	13	1.54	0.66
F	B	13	2.38	1.21
M	A	26	1.92	0.89
M	B	25	2.28	1.14

Table 39

Summary of Multivariate Analysis of Variance Main Effects for Phot3b according to Sex and School					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
Sex	1	0.32	0.32	0.33	0.57
School	1	5.25	5.25	5.38	*0.02
Sex x School	1	1.03	1.03	1.06	0.31
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
Sex	1	0.34	0.34	0.35	0.56
School	1	6.23	6.23	6.39	**0.01
Sex x School	1	1.03	1.03	1.06	0.31

* significant at the .05 level of confidence

** significant at the .01 level of confidence

Table 40

Student-Newman-Keuls Test for Phot3b according to School			
SNK Grouping	Mean	N	School
A	2.32	38	B
B	1.79	39	A

Table 41

Summary of Multivariate Analysis of Variance Main Effects for Phot3c according to Sex and School					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
Sex	1	3.55	3.55	5.61	*0.02
School	1	4.99	4.99	7.90	**0.01
Sex x School	1	0.40	0.40	0.63	0.43

Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
Sex	1	3.64	3.64	5.76	*0.02
School	1	3.64	3.64	5.76	*0.02
Sex x School	1	0.40	0.40	0.63	0.43

* significant at the .05 level of confidence

** significant at the .01 level of confidence

Table 42

Student-Newman-Keuls Tests for Phot3c according to Sex and School			
SNK Grouping	Mean	N	Sex
A	2.61	51	M
B	2.15	26	F

SNK Grouping	Mean	N	School
A	2.71	38	B
B	2.20	39	A

Table 43

Means and Standard Deviations for Phot3c according to Sex and School				
Level of SEX	Level of SCHOOL	N	Mean	SD
F	A	13	2.00	0.71
F	B	13	2.31	0.63
M	A	26	2.31	0.84
M	B	25	2.92	0.86

Table 44

Means and Standard Deviations for Phot3d according to Sex and School				
Level of SEX	Level of SCHOOL	N	Mean	SD
F	A	13	1.85	1.07
F	B	13	2.61	0.65
M	A	26	2.15	0.92
M	B	25	2.76	1.05

Table 45

Summary of Multivariate Analysis of Variance Main Effects for Phot3d according to Sex and School					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
Sex	1	0.83	0.83	0.91	0.34
School	1	8.41	8.41	9.21	***0.00
Sex x School	1	0.11	0.11	0.13	0.72
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
Sex	1	0.88	0.88	0.96	0.33
School	1	8.14	8.14	8.91	***0.00
Sex x School	1	0.11	0.11	0.13	0.72

*** significant at the .005 level of confidence

Table 46

Student-Newman-Keuls Test for Phot3d according to School			
SNK Grouping	Mean	N	School
A	2.71	38	B
B	2.05	39	A

Table 47

Summary of Multivariate Analysis of Variance Main Effects for Phot3e according to Sex and School					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
Sex	1	4.87	4.87	6.27	**0.01
School	1	3.60	3.60	4.64	*0.03
Sex x School	1	0.02	0.02	0.03	0.86
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
Sex	1	4.95	4.95	6.37	**0.01
School	1	3.05	3.05	3.93	*0.05
Sex x School	1	0.02	0.02	0.03	0.86

** significant at the .01 level of confidence

* significant at the .05 level of confidence

Table 48

Student-Newman-Keuls Tests for Phot3e according to Sex and School			
SNK Grouping	Mean	N	Sex
A	2.65	51	M
B	2.11	26	F
SNK Grouping	Mean	N	School
A	2.68	38	B
B	2.26	39	A

Table 49

Means and Standard deviations for Phot3e according to Sex and School				
Level of SEX	Level of SCHOOL	N	Mean	SD
F	A	13	1.92	0.95
F	B	13	2.31	0.75
M	A	26	2.42	0.86
M	B	25	2.88	0.93

Table 50

Summary of Multivariate Analysis Main Effects for Phot1a according to School and Treatment.					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
School	1	3.85	3.85	4.61	*0.03
Trtmt	3	1.17	0.39	0.47	0.71
School x Trtmt	3	0.59	0.20	0.24	0.87
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
School	1	3.94	3.94	4.71	*0.03
Trtmt	3	1.11	0.37	0.44	0.72
School x Trtmt	3	0.59	0.20	0.24	0.87

* significant at the .05 level of confidence

Table 51

Student-Newman-Keuls Test for Phot1a according to School			
SNK Grouping	Mean	N	School
A	2.45	38	B
B	2.00	39	A

Table 52

Means and Standard Deviations for Phot1a according to School and Treatment Group				
Level of SCHOOL	Level of TREATMENT	N	Mean	SD
A	Art	10	2.30	0.82
A	Counselling	9	1.89	0.93
A	Control	10	1.80	0.92
A	Movement	10	2.00	0.82
B	Art	9	2.56	0.73
B	Counselling	10	2.50	0.97
B	Control	9	2.44	1.13
B	Movement	10	2.30	0.95

Table 53

Summary of Multivariate Analysis of Variance Main Effects for Phot2a according to School and Treatment					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
School	1	5.98	5.98	10.34	***0.00
Trtmt	3	1.11	0.37	0.64	0.59
School x Trtmt	3	0.12	0.04	0.07	0.97

Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
School	1	5.93	5.93	10.25	***0.00
Trtmt	3	1.10	0.37	0.64	0.59
School x Trtmt	3	0.12	0.39	0.07	0.98

*** significant at the .005 level of confidence.

Table 54

Student-Newman-Keuls Test for Phot2a according to School			
SNK Grouping	Mean	N	School
A	2.74	38	B
B	2.18	39	A

Table 55

Means and Standard Deviations for Phot2a according to School and Treatment				
Level of SCHOOL	Level of TREATMENT	N	Mean	SD
A	Art	10	2.30	0.67
A	Counselling	9	2.33	0.71
A	Control	10	2.00	0.67
A	Movement	10	2.10	0.57
B	Art	9	2.89	0.33
B	Counselling	10	2.80	0.92
B	Movement	9	2.67	1.00
B	Art	10	2.60	0.97

Table 56

Summary of Multivariate Analysis of Variance Main Effects for Phot3a according to School and Treatment					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
School	1	8.76	8.76	10.39	***0.00
Trtmt	3	5.60	1.87	2.21	0.09
School x Trtmt	3	3.37	1.12	1.33	0.27
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
School	1	9.18	9.18	10.89	***0.00
Trtmt	3	5.68	1.89	2.24	0.09
School x Trtmt	3	3.37	1.12	1.33	0.27

*** significant at the .005 level of confidence.

Table 57

Student-Newman-Keuls Test for Phot3a according to School			
SNK Grouping	Mean	N	School
A	2.74	38	B
B	2.18	39	A

Table 58

Means and Standard Deviations for Phot3a according to School and Treatment				
Level of SCHOOL	Level of TREATMENT	N	Mean	SD
A	Art	10	2.30	0.67
A	Counselling	9	2.33	0.71
A	Control	10	2.00	0.67
A	Movement	10	2.10	0.57
B	Art	9	2.89	0.33
B	Counselling	10	2.80	0.92
B	Control	9	2.67	1.00
B	Movement	10	2.60	0.97

Table 59

Summary of Multivariate Analysis of Variance Main Effects for Phot3b according to School and Treatment					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
School	1	5.22	5.22	5.23	*0.02
Trtmt	3	3.15	1.05	1.05	0.37
School x Trtmt	3	0.47	0.16	0.16	0.92
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
School	1	5.52	5.52	5.52	*0.02
Trtmt	3	3.15	1.05	1.05	0.37
School x Trtmt	3	0.47	0.16	0.16	0.92

* significant at the .05 level of confidence

Table 60

Student-Newman-Keuls Test for Phot3b according to School			
SNK Grouping	Mean	N	School
A	2.32	38	B
B	1.79	39	A

Table 61

Means and Standard Deviations for Phot3b according to School and Treatment				
Level of SCHOOL	Level of TRTMT	N	Mean	SD
A	Art	10	2.00	0.67
A	Counselling	9	1.44	0.73
A	Control	10	2.10	0.74
A	Movement	10	1.60	1.07
B	Art	9	2.33	1.00
B	Counselling	10	2.20	1.32
B	Control	9	2.56	1.13
B	Movement	10	2.20	1.13

Table 62

Summary of Multivariate Analysis of Variance Main Effects for Phot3c according to School and Treatment					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
School	1	4.92	4.92	7.02	*0.01
Trtmt	3	1.11	0.37	0.53	0.66
School x Trtmt	3	0.74	0.25	0.35	0.79
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
School	1	4.85	4.85	6.93	*0.01
Trtmt	3	1.61	0.39	0.55	0.64
School x Trtmt	3	0.74	0.25	0.35	0.79

* significant at the .01 level of confidence.

Table 63

Student-Newman-Keuls Test for Phot3c according to School			
SNK Grouping	Mean	N	SD
A	2.71	38	B
B	2.20	39	A

Table 64

Means and Standard Deviations for Phot3c according to School and Treatment				
Level of SCHOOL	Level of TRTMT	N	Mean	SD
A	Art	10	2.20	1.13
A	Counselling	9	2.00	0.50
A	Control	10	2.20	0.63
A	Movement	10	2.40	0.84
B	Art	9	2.44	0.73
B	Counselling	10	2.80	0.79
B	Control	9	2.67	1.00
B	Movement	10	2.90	0.88

Table 65

Summary of Multivariate Analysis of Variance Main Effects for Phot3d according to School and Treatment					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
School	1	8.36	8.36	9.50	**0.00
Trtmt	3	1.31	0.44	0.50	0.68
School x Trtmt	3	5.67	1.89	2.15	0.10
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
School	1	8.82	8.82	10.02	**0.00
Trtmt	3	1.51	0.50	0.57	0.64
School x Trtmt	3	5.67	1.89	2.15	0.10

** significant at the .005 level of confidence.

Table 66

Student-Newman-Keuls Test for Phot3d according to School			
SNK Grouping	Mean	N	School
A	2.71	38	B
B	2.05	39	A

Table 67

Means and Standard Deviations for Phot3d according to School and Treatment				
Level of SCHOOL	Level of TREATMENT	N	Mean	SD
A	Art	10	2.00	1.15
A	Counselling	9	1.56	0.88
A	Control	10	2.10	0.88
A	Movement	10	2.50	0.85
B	Art	9	3.11	0.33
B	Counselling	10	2.80	0.79
B	Control	9	2.56	1.13
B	Movement	10	2.40	1.17

Table 68

Summary of Multivariate Analysis of Variance Main Effects for Phot3e according to School and Treatment					
Source	DF	Type I SS	Mean Sq.	F Value	Pr > F
School	1	3.52	3.52	4.02	*0.05
Trtmt	3	0.74	0.25	0.28	0.84
School x Trtmt	3	0.45	0.15	0.17	0.01
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
School	1	3.65	3.65	4.17	*0.04
Trtmt	3	0.76	0.25	0.29	0.83
School x Trtmt	3	0.45	0.15	0.17	0.91

* significant at the .05 level of confidence.

Table 69

Student-Newman-Keuls Test for Phot3e according to School and Treatment			
SNK Grouping	Mean	N	School
A	2.68	38	B
B	2.26	39	A

Table 70

Means and Standard Deviations for Phot3e according to School and Treatment				
Level of SCHOOL	Level of TREATMENT	N	Mean	SD
A	Art	10	2.20	0.92
A	Counselling	9	2.00	0.87
A	Control	10	2.40	1.07
A	Movement	10	2.40	0.84
B	Art	9	2.78	0.83
B	Counselling	10	2.60	0.84
B	Control	9	2.67	1.00
B	Movement	10	2.70	1.06

Table 71

Summary of Simple Statistics for Variables
for Study One

Variable	N	Mean	SD	Sum
Agemths	79	105.96	20.09	8371.00
Ageyrs	79	8.35	1.66	1570.00
Bthwt	41	115.10	14.20	4719.00
Gestn	40	39.25	2.67	660.00
Perfpre	79	96.29	13.70	7607.00
Complpre	79	10.46	2.73	826.00
Arrmtpre	79	8.94	3.91	706.00
Desgnpre	79	9.94	3.22	785.00
Assempre	79	10.10	2.50	798.00
Codngpre	79	7.89	2.67	623.00
Mazepre	79	11.38	3.19	899.00
Perfpst	78	104.78	14.17	8173.00
Comlpst	78	11.27	2.76	879.00
Arrmtpst	78	10.90	3.29	850.00
Desgnpst	78	10.94	3.23	853.00
Assempst	78	11.09	2.86	865.00
Mazepst	78	11.47	2.98	895.00
Codngpst	78	9.33	3.16	728.00
Perfdif	78	8.36	8.11	652.00
Compldif	78	0.80	2.25	62.00
Arrmtdif	78	1.92	3.20	150.00
Desgndif	78	0.96	2.37	75.00
Assemdif	78	0.90	2.39	70.00
Codngdif	78	1.37	2.64	107.00
Mazedif	78	0.14	2.76	11.00

Table 72

Summary of Simple Statistics for Variables
for Study One

Variable	N	Mean	SD	Sum
Phfpre	79	56.10	10.86	4432.00
Ph1pre	79	12.46	2.98	984.00
Ph2pre	79	11.38	3.42	899.00
Ph3pre	79	7.83	3.04	619.00
Ph4pre	79	9.77	2.90	772.00
Ph5pre	79	8.18	2.43	646.00
Ph6pre	79	7.89	2.11	623.00
Phfpst	77	55.30	13.03	4258.00
Ph1pst	77	12.04	3.04	944.00
Ph2pst	77	11.12	3.82	856.00
Ph3pst	77	7.49	3.51	577.00
Ph4pst	77	9.77	3.71	752.00
Ph5pst	77	7.86	2.67	605.00
Ph6pst	77	7.65	2.42	589.00
Phfdif	77	-1.05	9.17	-81.00
Ph1dif	77	-0.25	2.55	-19.00
Ph2dif	77	-0.22	2.83	-17.00
Ph3dif	77	-0.45	2.45	-35.00
Ph4dif	77	-0.05	2.86	-4.00
Ph5dif	77	-0.25	2.77	-19.00
Ph6dif	77	-0.30	1.86	-23.00

Table 73

Summary of Simple Statistics for Variables
for Study One

Variable	N	Mean	SD	Sum
Pjustpre	71	40.32	3.57	2863.00
Psocpre	71	20.20	2.45	1434.00
Pworkpre	71	21.94	2.38	1558.00
Ptotpre	71	63.65	5.00	4513.00
Pjustpst	46	40.67	4.40	951.00
Psocpst	46	20.67	1.91	999.00
Pworkpst	46	21.72	2.60	2917.00
Ptotpst	46	63.41	4.84	2935.00
Pjustdif	46	0.13	3.30	6.00
Psocdif	46	0.59	2.10	27.00
Pworkdif	46	0.24	1.96	11.00
Ptoldif	46	0.50	4.17	23.00
Tjustpre	79	37.06	4.02	2928.00
Tsocpre	79	18.99	2.69	1500.00
Tworkpre	79	19.71	3.52	1557.00
Ttotpre	79	58.23	6.57	4600.00
Tjustpst	78	37.63	4.43	2935.00
Tsocpst	78	18.99	2.97	1481.00
Tworkpst	78	19.63	3.20	1531.00
Ttotpst	78	58.64	6.91	4574.00
Tjustdif	78	0.49	4.23	38.00
Tsocdif	78	-0.04	3.32	-3.00
Tworkdif	78	-0.27	2.79	-21.00
Ttoldif	78	0.40	6.10	31.00

Table 74

Summary of Simple Statistics for Variables
for Study One

Variable	N	Mean	SD	Sum
Wghtpre	76	30.24	8.38	2298.00
Wghtpst	74	32.07	8.84	2374.00
Wghtdif	73	1.86	1.03	135.00
Hghtpre	77	1325.00	105.56	102060.00
Hghtpst	75	1353.00	100.59	101460.00
Hghtdif	75	27.60	12.93	2070.00
Clobspre	79	55.14	14.06	4356.00
Clobspst	79	57.09	14.09	4510.00
Clobsdif	79	2.71	17.74	214.00
Attssess	79	5.82	3.64	460.00
Phot1a	77	2.22	0.91	171.00
Phot2a	77	2.45	0.79	189.00
Phot3a	77	1.97	1.00	152.00
Phot3b	77	2.05	1.01	158.00
Phot3c	77	2.45	0.85	189.00
Phot3d	77	2.38	1.00	183.00
Phot3e	77	2.47	0.93	190.00

Table 75

Minimum and Maximum Values for Variables in Study One

Variable	Minimum	Maximum
Agemths	68.00	155.00
Ageyrs	5.00	12.00
Bthwt	11.00	140.00
Gestn	32.00	43.00
Perfppe	70.00	129.00
Complpre	3.00	18.00
Arrmtpre	1.00	16.00
Desgnpre	3.00	19.00
Assempre	4.00	18.00
Codngpre	2.00	15.00
Mazepre	5.00	19.00
Perfpst	71.00	136.00
Comlpst	4.00	17.00
Arrmtpst	2.00	18.00
Desgnpst	3.00	19.00
Assempst	5.00	18.00
Codngpst	2.00	17.00
Mazepst	6.00	19.00
Perfdif	-7.00	30.00
Compldif	-5.00	6.00
Arrmtdif	-5.00	10.00
Desgndif	-5.00	9.00
Assemdif	-5.00	6.00
Codngdif	-5.00	11.00
Mazedif	-7.00	7.00

Table 76

Minimum and Maximum Values for Variables in Study One

Variable	Minimum	Maximum
Pjustpre	32.00	47.00
Psocpre	11.00	24.00
Pworkpre	15.00	26.00
Ptotpre	49.00	73.00
Pjustpst	32.00	61.00
Psocpst	16.00	24.00
Pworkpst	16.00	27.00
Ptotpst	51.00	74.00
Pjustdif	-7.00	9.00
Psocdif	-5.00	5.00
Pworkdif	-4.00	5.00
Ptoldif	-9.00	10.00
Tjustpre	29.00	46.00
Tsocpre	14.00	24.00
Tworkpre	13.00	28.00
Ttotpre	49.00	72.00
Tjustpst	28.00	46.00
Tsocpst	11.00	24.00
Tworkpst	13.00	26.00
Ttotpst	44.00	72.00
Tjustdif	-11.00	11.00
Tsodif	-9.00	7.00
Tworkdif	-7.00	5.00
Ttoldif	-14.00	14.00

Table 77

Minimum and Maximum Values for Variables in Study One.

Variable	Minimum	Maximum
Phfpre	26.00	76.00
Ph1pre	5.00	16.00
Ph2pre	3.00	17.00
Ph3pre	0.00	13.00
Ph4pre	2.00	14.00
Ph5pre	0.00	12.00
Ph6pre	2.00	10.00
Phfpst	27.00	79.00
Ph1pst	2.00	16.00
Ph2pst	3.00	17.00
Ph3pst	0.00	13.00
Ph4pst	0.00	14.00
Ph5pst	2.00	12.00
Ph6pst	1.00	10.00
Phfdif	-28.00	20.00
Ph1dif	-6.00	7.00
Ph2dif	-8.00	7.00
Ph3dif	-9.00	6.00
Ph4dif	-9.00	5.00
Ph5dif	-10.00	6.00
Ph6dif	-5.00	4.00

Table 78

Minimum and Maximum Values for Variables in Study One.

Variable	Minimum	Maximum
Wghtpre	18.00	63.00
Wghtpst	20.00	69.00
Wghtdif	-1.00	6.00
Hghtpre	1110.00	1615.00
Hghtpst	1145.00	1650.00
Hghtdif	0.00	70.00
Clobspre	23.00	83.00
Clobspst	11.00	89.00
Clobsdif	-44.00	37.00
Attssess	0.00	9.00
Phot1a	1.00	4.00
Phot2a	1.00	4.00
Phot3a	1.00	4.00
Phot3b	1.00	4.00
Phot3c	1.00	4.00
Phot3d	1.00	4.00
Phot3e	1.00	4.00

Table 79

Summary of Multivariate Analysis of Variance Main Effects for ConflictB according to School and Group					
Source	DF	Type I SS	Mean Sq.	F Value	PR > F
School	1	6.72	6.72	4.57	*0.04
Group	3	2.21	0.74	0.50	0.68
School*Group	3	8.44	2.81	1.91	0.14
Source	DF	Type III SS	Mean Sq.	F Value	Pr > F
School	1	6.66	6.66	4.53	*0.04
Group	3	1.72	0.57	0.39	0.76
School*Group	3	8.44	2.81	1.91	0.14

* significant at the .05 level of confidence.

Table 80

Means and Standard Deviations for ConflictB According to Group and School				
Level of SCHOOL	Level of GROUP	N	Mean	SD
A	Art	10	3.20	0.42
A	Counselling	10	2.00	0.32
A	Control	11	2.54	0.00
A	Movement	10	2.40	0.00
B	Art	8	1.75	0.00
B	Counselling	9	2.44	0.50
B	Control	9	1.89	0.00
B	Movement	10	1.70	0.42

Table 81

Summary of Simple Statistics for the Analysis of Drawings for Study One.				
Variable	N	Mean	SD	Sum
TendadA	56	0.21	0.59	12.00
TenmomA	65	0.18	0.50	12.00
TenselA	77	0.21	0.61	16.00
FacexdA	56	1.69	1.22	95.00
FacexmA	65	1.72	1.05	112.00
FacexsA	77	1.97	1.06	152.00
SizdadA	55	106.94	50.16	5882.00
SizmomA	64	103.92	54.63	6651.00
SizselA	75	94.56	44.31	7092.00
IndtenA	79	1.15	0.97	91.00
DependA	79	0.10	0.34	8.00
NedloveA	79	0.51	0.69	41.00
AnxtyA	79	0.11	0.32	9.00
ConfctA	79	2.10	1.25	166.00
DepressA	79	0.05	0.22	4.00
InstabA	79	0.16	0.37	13.00
InsectyA	79	0.08	0.29	7.00
TotsympA	79	4.28	2.01	338.00

Table 82

Summary of Simple Statistics for the Analysis
of Drawings for Study One.

Variable	Minimum	Maximum
TendadA	0.00	3.00
TenmomA	0.00	2.00
TenselA	0.00	3.00
FacexdA	0.00	4.00
FacexmA	0.00	4.00
FacexsA	0.00	4.00
SizdadA	15.00	230.00
SizmomA	15.00	250.00
SizselA	5.00	250.00
IndtenA	0.00	4.00
DependA	0.00	2.00
NedloveA	0.00	2.00
AnxtyA	0.00	1.00
ConflictA	0.00	5.00
DepressA	0.00	1.00
InstabA	0.00	1.00
InsectyA	0.00	1.00
TotsympA	0.00	9.00

Table 83

Summary of Simple Statistics for the Analysis
of Drawings for Study One.

Variable	N	Mean	SD	Sum
TendadB	49	0.14	0.41	7.00
TenmomB	61	0.11	0.32	7.00
TenselB	71	0.14	0.49	10.00
FacexdB	49	2.10	0.94	103.00
FacexmB	61	2.03	1.08	124.00
FacexsB	71	2.11	1.18	150.00
SizdadB	47	102.08	53.74	4798.00
SizmomB	59	107.20	57.24	6325.00
SizselB	69	92.25	48.69	6365.00
IndtenB	77	1.48	1.15	114.00
DependB	77	0.09	0.29	7.00
NedloveB	77	0.62	0.76	48.00
AnxtyB	77	0.12	0.32	9.00
ConfctB	77	2.26	1.25	174.00
DepressB	77	0.10	0.31	8.00
InstabB	77	0.21	0.41	16.00
InsectB	77	0.05	0.22	4.00
TotsympB	77	4.93	1.90	380.00

Table 84

Summary of Simple Statistics for the Analysis
of Drawings for Study One.

Variable	Minimum	Maximum
TendadB	0.00	2.00
TenmomB	0.00	1.00
TenselB	0.00	3.00
FacexdB	0.00	4.00
FacexmB	0.00	4.00
FacexsB	0.00	5.00
SizdadB	20.00	275.00
SizmomB	10.00	265.00
SizselB	5.00	245.00
IndtenB	0.00	5.00
DependB	0.00	1.00
NedlovB	0.00	3.00
AnxtyB	0.00	1.00
ConflictB	0.00	6.00
DepressB	0.00	1.00
InstabB	0.00	1.00
InsectyB	0.00	1.00
TotsympB	0.00	9.00